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INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION COLLEGE

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THIRTY-SECOND CATALOGUE
1916-1917
WITH ANNOUNCEMENTS FOR 1917-1918

CONFERENCE OF THE ASSOCIATION OF EMPLOYED OFFICERS OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS OF NORTH AMERICA
JUNE 8-12, 1917

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Thirty-Second Annual Catalog

OF THE

International Young Men's Christian Association College

Springfield, Massachusetts

FOUNDED IN 1885

1916-1917

WITH ANNOUNCEMENTS FOR 1917-1918

RL

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Announcement of Four Years' Course

By vote of the Trustees, beginning in September, 1916, the College now offers a four years' course in all departments to high school graduates who are candidates for degrees.

The College will continue to grant a diploma to men completing three years' work.

The course offered for college graduates who hold degrees of B. A. or B. S. will as heretofore cover two years.

1917-1918

The great war has increased many fold the demand for men in the callings for which the College at Springfield trains its students. Between two and three thousand secretaries and other officers are serving with the armies overseas. Twelve hundred secretaries have been summoned to minister to the first million of American troops. If the war continues and this enlistment mounts to two million or three million men, more than two thousand additional army secretaries will be required.

Physical training has become an integral part of modern education and a potent factor in building character. The Slater bill created six hundred new positions for physical directors in New York state alone. The needs of the army have stimulated physical training. The demand for Christian physical directors who are thoroughly trained is greater than ever before.

The county work department of the Young Men's Christian Association is seeking to organize one thousand counties to minister to the needs of rural young men and boys. Apparently the only hindrance to accomplishing this is the lack of properly qualified leaders.

Even in countries absorbed in the war, the importance of work for boys has not been forgotten. The Canadian Associations determined to push work for boys no matter what else had to be neglected. The demands for leaders in work for boys are increasingly urgent.

For these reasons, in spite of the toll of men needed for the army, there should be a large entering class at the College at Springfield on September nineteenth. We solicit the help of all of our friends in accomplishing this result. The war has taught the vital importance of preparedness for any calling and yet in the absorbing demands of the present moment there is danger that we will forget the future and be unprepared for the great constructive work which will fall to us to do when the war is over. President Wilson has urged that the colleges keep up their work and has emphasized the importance of young men continuing their education up to the time they are summoned to the colors. There have been no greater centers of patriotism in this country than the colleges. It is our expectation to carry on the work for the coming year at Springfield with all the departments fully manned.

New Course for Army Work Secretaries

There have been so many calls for army work secretaries and there is such a possibility of this work being greatly increased in the future by the adoption of universal military service that the College has added a department of training for the army secretaryship to its work. Both special and complete courses will be offered in this department.

The College earnestly invites the cooperation of all who are interested in this work of advancing the kingdom of Christ among boys and young men.

Committee of One Hundred

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Calendar

Annual meeting of the Corporation on the second Friday in June.

Three meetings of the Trustees are held annually—in September, in April and in connection with the Corporation meeting in June.

College financial year, September 1 to August 31.

1917

January 3—Wednesday . . . . Beginning of Winter Term.
March 16-24 . . . . . Senior Trip.
March 19-23 . . . . . Junior Trip.
March 23—Friday . . . . . End of Winter Term.
April 3—Tuesday . . . . . Beginning of Spring Term.
June 3-8 . . . . . Commencement.
June 16-July 15 and July 17-August 15, Training Course for Army Work Secretaries and Physical Directors.
September 19—Wednesday . . . . Beginning of Fall Term.
December 21—Friday . . . . . End of Fall Term.

1918

January 3—Thursday . . . . Beginning of Winter Term.
March 15-23 . . . . . Senior Trip.
March 18-22 . . . . . Junior Trip.
March 22—Friday . . . . . End of Winter Term.
April 2—Tuesday . . . . . Beginning of Spring Term.
June 2-7 . . . . . Commencement.

There will be no school sessions on legal holidays.

Persons desiring information concerning the College, or students outside the United States and Canada seeking admission to the College, are invited to correspond with President Doggett.

Persons desiring information concerning the secretarial course, or admission to it, are invited to correspond with Professor Cheney.

Persons desiring information concerning the physical course, or admission to it, are invited to correspond with Dr. McCurdy.

Persons desiring information concerning the county work course, or admission to it, are invited to correspond with Professor Campbell.

Officers and Committees

1916-1917

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Members of the Faculty

LAURENCE L. DOGGETT, PH. D., D. D., President; *History and Literature of the Young Men's Christian Association,* . . 250 Alden Street.

A. B., Oberlin College, 1886; assistant state secretary Ohio Young Men's Christian Associations, 1888; student Union Seminary, 1889; B. D., Oberlin Theological Seminary, 1890; A. M., Oberlin College, 1890; general secretary town Young Men's Christian Association, Oberlin, 1890; assistant state secretary Ohio Young Men's Christian Associations, 1890-93; Ph. D., Leipsic University, 1895; state secretary Ohio Young Men's Christian Associations, 1895-96; president International Young Men's Christian Association College, 1896—; author "History of the Young Men's Christian Association," Vol. I., 1896; "History of the Boston Young Men's Christian Association," 1901; "Life of Robert R. McBurney," 1902; principal Silver Bay Institute, 1903-12; D. D., Oberlin College, 1911; editor *The Association Seminar,* 1912—.

JACOB T. BOWNE, M. H.; *Librarian and Instructor in Library Methods,* 121 Northampton Avenue.

In business, 1863-77; secretary Young Men's Christian Association, Hudson, N. Y., 1877-78; assistant secretary Brooklyn Association, 1878-80; secretary Newburgh, N. Y., Association, 1880-83; in charge of Secretarial Bureau of International Committee, New York City, 1883-85; professor and librarian International Young Men's Christian Association College, 1885—; founder Historical Library of the American Young Men's Christian Associations, 1877; founder of the Secretaries' Insurance Alliance, 1880; joint editor of "Association Handbook," 1887-92; author "Decimal Classification for Association Publications," 1891; joint author "Decimal Classification for Physical Training," 1901; compiler "Classified Bibliography of Boy Life and Organized Work With Boys," 1906; M. H., International Young Men's Christian Association College, 1906.

FRANK N. SEERLEY, B. PH., M. D., M. H., Dean; *Hygiene and Psychology,* 180 Westford Avenue.

General secretary Young Men's Christian Association, Iowa City, Iowa, 1883-85; general secretary Davenport, Iowa, Association, 1886-87; general secretary Oshkosh, Wis., Association, 1888-89; student International Young Men's Christian Association College, 1889-90; professor International Young Men's Christian Association College, 1890—; M. D., State University, Vermont, 1891; B. Ph., State University, Iowa, 1896; student Clark University Summer School three years; official lecturer for the American Society of Sanitary and Moral Prophylaxis, 1907—; member Springfield Board of Education, 1896-1912; editor *The Association Seminar,* 1901-12; associate editor, 1912—; student in psychology at University of Paris and physical director Paris Young Men's Christian Association, 1903-04; M. H., International Young Men's Christian Association College, 1907; Dean, 1907—; Lecturer in colleges under college department, International Committee, 1912—.

HANFORD M. BURR, B. A., B. D., M. H.; *Christian History, Economics and Philosophy,* . . . . . 54 Alden Street.

B. A., Amherst College, 1885; B. D., Hartford Theological Seminary, 1888; assistant pastor of First Church, Lowell, Mass., 1889; pastor Park Church, Springfield, Mass., 1890-92; professor International Young Men's Christian Association College, 1892—; postgraduate work in sociology, economics and psychology at Columbia University, 1897; author "Studies in Adolescent Boyhood," 1907; "Donald McRea," 1911; "Around the Fire," 1912; "Tales of Telal," 1914; "The Inner Office," 1916; M. H., International Young Men's Christian Association College, 1911.

JAMES H. MCCURDY, A. M., M. D., M. P. E.; *Director of Physical Course,* 93 Westford Avenue.

Assistant secretary Bangor, Me., 1887; physical director Auburn, Me., 1888; student International Young Men's Christian Association College, 1889-90; athletic and aquatic director New York City Association, 1891-94; M. D., New York University, 1893; physical and medical director Twenty-third Street Branch Association, New York City, 1893-95; professor International Young Men's Christian

Association College, 1895—; graduate student in physiology of exercise Harvard Medical School, 1896 and 1900; lecturer on physiology of exercise Harvard Summer School, 1903-11; joint author "Decimal Classification for Physical Training," 1901; member of the Academy of Physical Education, of the Physical Directors' Society of the Young Men's Christian Associations of North America, of the College Directors' Society, of the Society for the Study of Athletics, of the permanent committee on International School Hygiene, and of the National commission on the reorganization of secondary education; delegate to the National Collegiate Athletic Association; special collaborator for the United States Bureau of Education; president American Athletic Federation; author "Bibliography of Physical Training," 1905; editor *American Physical Education Review*, 1906—; M. P. E., International Young Men's Christian Association College, 1907; honorary graduate Sargent Normal School, 1907; graduate student Clark University, 1908-09; A. M., Clark University, 1909.

WILLIAM G. BALLANTINE, D. D., LL. D.; *The Bible,* 321 St. James Avenue.

A. B., Marietta College, 1868; A. M., 1874; graduate Union Theological Seminary, New York, 1872; student University of Leipsic, 1872-73; D. D., Marietta College, 1885; LL. D., Western Reserve University, 1891; assistant engineer American Palestine Exploring Expedition, 1873; professor of chemistry and natural science, Ripon College, 1874-76; assistant professor of Greek, Indiana University, 1876-78; professor of Greek and Hebrew, Oberlin Theological Seminary, 1878-81; professor of Old Testament language and literature, 1881-91; president Oberlin College, 1891-96; professor International Young Men's Christian Association College, 1897—; author of "Inductive Logic" and "Inductive Bible Studies," published by the International Committee Young Men's Christian Associations; student University of Berlin, 1907-08.

ELMER BERRY, B. S., M. P. E.; *Chemistry, Physiology, Gymnastics and Athletics, Fencing, Assistant Football Coach, Baseball Coach,* 171 Westford Avenue.

B. S., University of Nebraska, 1901; student assistant physical department University of Nebraska, 1899-1901; second lieutenant Nebraska University Cadets, 1901; graduate International Young Men's Christian Association College, 1902; fellow, 1903; assistant professor, 1903-04; professor, 1904—; M. P. E., 1908; editor "A Manual of Marching"; instructor physiology of exercise and gymnastics, Silver Bay Summer Institute, 1906—; special student Harvard Medical School, summers 1907-08; student University of Berlin, 1912-13.

RALPH L. CHENEY, B. S., B. H.; *Director of Secretarial Course, Association Methods, Sociology,* . . . . . 129 Westford Avenue.

B. S., Oberlin College, 1898; in business, 1898-99; graduate International Young Men's Christian Association College, 1901; assistant secretary Albany, N. Y., Association, 1901-03; general secretary Niagara Falls, N. Y., Association, 1903-07; B. H., International Young Men's Christian Association College, 1907; professor, 1907—; instructor Association Methods and Municipal Sociology, Silver Bay Summer Institute, 1908—; Graduate work in Sociology and Economics, Columbia University Summer School, 1914.

FREDERICK S. HYDE, B. A., B. D.; *General History, English, Music,* 250 Alden Street.

Graduate Amherst College, 1888; teacher in Syrian Protestant College, Beirut, Syria, 1888-92; graduate Union Theological Seminary, N. Y., 1894; pastor Congregational Church, Groton, Conn., 1894-1907; professor International Young Men's Christian Association College, 1907—; editor "Springfield College Songs."

GEORGE B. AFFLECK, B. A., M. P. E.; *Hygiene, Anthropometry, History, Aquatics,* . . . . . 2 Gunn Square.

Graduate Manitoba Provincial Normal School, 1895; B. A., University of Manitoba, 1897; assistant secretary Young Men's Christian Association, Winnipeg, 1898-99; graduate International Young Men's Christian Association College, 1901; physical director State Teachers College, Cedar Falls, Iowa, 1901-07; B. P. E., International Young Men's Christian Association College, 1907; physical director Central Department Young Men's Christian Association, Chicago, Ill., 1907-08; professor International Young Men's Christian Association College, 1908—; M. P E., 1912; associate editor *The Association Seminar*, 1912—.

AUSTIN G. JOHNSON, B. Di., B. P. E.; *Mathematics, Physics and Chemistry, Physical Normal Work, Assistant Baseball Coach, Basket Ball Coach,* . . . . . 208 Albemarle Avenue.

B. Di., Iowa State Teachers College, Cedar Falls, Iowa, 1905; principal high school, Zearing, Iowa, 1905-06; B. P. E., International Young Men's Christian Association College, 1908; playground supervisor, Louisville, Ky., summers 1909 and 1910; professor International Young Men's Christian Association College, 1909—.

LOUIS C. SCHROEDER, B. P. E.; *Recreation, Gymnastics and Athletics,* 129 Westford Avenue.

B. P. E., International Young Men's Christian Association College, 1912; chairman gymnastic committee; amateur athletic union, Metropolitan section, 1908-09; member championship gymnastic teams, Indianapolis, 1905; Frankfort-on-Main, Germany, 1908; Cincinnati, 1909; instructor gymnastics and athletics, International Young Men's Christian Association College, 1908-12; professor, 1913—; supervisor Winnipeg, Man., playgrounds, 1912-15; Pittsfield, Mass., 1916—.

ERNEST M. BEST, B. H., PD. M.; *Religious Education, Religious Normal Work,* . . . . . 49 Westford Circle.

Business, 1901-08, board of directors, Peterboro, Ont., Young Men's Christian Association; assistant secretary, Hamilton, Ont., Association, 1909; assistant supervisor playgrounds, Winnipeg, Man., summers, 1910-12; student International Young Men's Christian Association College, 1908-11; B. H., 1911; instructor in Preparatory English, 1910-11; assistant secretary West Side Association, New York City, 1912-13; postgraduate work New York University, 1912-13; special student Union Theological Seminary, New York City, 1912-13; professor International Young Men's Christian Association College, 1913—. Absent on leave.

WALTER J. CAMPBELL, M. A.; *Director of County Work Course; County Work Methods, Rural Economics and Rural Sociology,* 34 Dunmoreland Avenue.

B. A., Princeton University, 1899; Princeton Theological Seminary, 1899-1902; M. A., Princeton University, 1902; director of playgrounds, New York City, summers 1900 and 1901; pastor Presbyterian Church, Suffern, N. Y., 1902-06; associate State County Work secretary for New York, 1906-11; State County Work secretary for Pennsylvania, 1911-14; director of County Work course, International Young Men's Christian Association College, 1914—; member of faculty, Silver Bay County Work Institute, 1906—; leader in "Challenge of the Country" at Eagles Mere and Northfield Student Conferences, 1912—.

DONNELL BROOKS YOUNG, B. S.; *Biology,* . . . 33 Dunmoreland Avenue.

B. S., Amherst College, 1911; assistant in biology, Amherst College, 1911-13; student at Marine Biological Laboratory, Woods Hole, summers 1913 and 1914; graduate student at Columbia, 1913-16; assistant in zoölogy, Columbia University, 1914-16; professor of biology, William and Mary College, summer sessions, 1915 and 1916; professor of biology, International Young Men's Christian Association College, 1916—.

EARL F. ZINN, B. H. (Acting); *Religious Education, Religious Normal Work,* . . . . . 54 Alden Street.

Physical director Dubois, Pa., Young Men's Christian Association, 1909-10; Keokuk, Iowa, Young Men's Christian Association, 1910-12; International Young Men's Christian Association College, Springfield, Mass., 1912-16; B. H., 1916; graduate study Columbia University, summer, 1916; acting professor International Young Men's Christian Association College, 1916—.

STACY B. BETZLER, B. P. E.; *Anatomy, Massage, Medical Gymnastics and Physical Education,* . . . . . 51 Westford Avenue.

Instructor physical education Newark Academy, 1892-94; business, 1894-97; instructor physical education Providence, R. I., Athletic Association, 1897-98; student University of Virginia Medical School, 1898-99; instructor physical education Peekskill Military Academy, 1899-1900; Stroudsburg Normal School, 1900-01; Young Men's Christian Association, Cortland, N. Y., 1901-02; Young Men's Christian Association, Madison, N. J., 1904-12; two years' training in medical gymnastic department Vanderbilt clinic, Columbia University; ten years' experience as specialist in medical gymnastics; B. P. E., International Young Men's Christian Association College, 1916; professor International Young Men's Christian Association College, 1916—.

JOHN F. SIMONS, B. H.; *Registrar,* . . . . 94 Massachusetts Avenue.

Instructors

Mrs. Carolyn D. Doggett, M. A.; *English Literature,* 250 Alden Street.

A. B., Oberlin College, 1890; M. A., Wellesley College, 1893; Leipsic University, graduate work in English, 1894-95; instructor in Greek and general history, Pike Seminary, Pike, N. Y., 1885-88; principal Women's Department and professor English literature and English history, Washburn College, Topeka, Kan., 1893-94; instructor English literature, International Young Men's Christian Association College, 1898—; instructor MacDuffie School, 1906-09.

Georgina E. Carr, B. A.; *Assistant Librarian,* 5 Northampton Avenue.

Boston University, 1905; New York State Library School, 1906; Worcester Public Library, 1906-07; Union College Library, 1907; Troy Public Library, 1908-11; International Young Men's Christian Association College, 1912—.

Miss I. A. Richardson . . . . . 181 Massachusetts Avenue.
Association Bookkeeping
Bookkeeping

Cecil Hastings . . . . . Dormitory Building.
English

Tutors in Physical Education

F. H. Andraud
H. D. Babcock (pianist)
F. J. Beier
E. Benatre
F. A. Bode
T. W. Booth
E. E. Bretschneider
F. L. Brown
H. C. Buck
T. F. Bullen
H. O. Dresser
R. A. Esbjornsen
R. C. Frank (pianist)
G. E. Goss
C. L. Graham
P. S. Graham
R. E. Habermann
H. H. N. Hillebrandt
S. Hinman
H. Hoogesteger
C. E. Horton
H. H. House
J. W. Jefferson
H. W. Jenkins
F. L. Jouannet
L. J. Judd
L. G. Kranz
R. H. Long
D. R. McIntyre
J. E. Middagh
R. Mitterling
R. Nickerson
P. Otto
W. D. Owl
W. C. Parker
R. H. Peters
R. W. Peters
H. Roberts
R. R. Sermon
J. H. Smith
G. T. Stafford
S. C. Staley
G. H. Taylor
E. A. Thorn
R. L. Tichenor
C. D. Todd
H. W. S. Van Arsdale
W. C. Wade
R. B. Whetstone
W. H. Whiting
W. S. Williams
C. C. Wilson
M. G. Zielminski

Lecturers, 1916-1917

Henry Israel, Secretary Foreign Work Department International Committee, New York City. "Life in the German Prison Camps of England." "Association Work in the Prison Camps of Europe."

Fred L. Willis, General Secretary, Worcester, Mass. "The Story of the New Association Building Movement in Worcester."

H. W. Gibson, State Secretary for Boys, Massachusetts and Rhode Island, Boston. "Present Tendencies in Work for Boys."

Louis E. Jallade, Architect, New York City. "The Location and Furnishings of the Boys' Department."

David W. Armstrong, Superintendent Boys' Club, Worcester, Mass. "The Boys' Club."

John A. Scheuerle, General Secretary Hampden County Improvement League, Springfield, Mass. "Eastern States Exposition."

Dr. John Brown, Jr., Area Supervisor for Ontario and Quebec, Military Service Department of the Canadian National Council, Toronto, Ont. "Work of Young Men's Christian Association Among Soldiers in Canada."

Dr. Allen A. Stockdale, Pastor First Congregational Church, Toledo, Ohio. "Essentials for Success."

Rev. H. D. Hickey, Pastor Asbury M. E. Church, Springfield, Mass. "Jesus, the Teacher."

Dr. I. E. Miller, Extension Teacher Columbia University, New York City. "As a Man Thinketh in his Heart, so is He."

E. P. Conlin, County Secretary Norfolk County, Mass. "Graded Boys' Work in the Community."

C. O. Dustin, Secretary of the Bureau of Municipal Research, Springfield, Mass. "Municipal Week."

D. H. Smith, Executive Secretary of the Training School for Municipal Officers, New York City. "Training School for Municipal Officers."

Wm. H. Ball, Secretary Physical Department International Committee, New York City. "Railroad Athletics."

Rev. John M. MacInnis, Syracuse, N. Y. "Religion the Essential Factor in Modern Life."

Robert B. Reeves, General Secretary, Troy, N. Y. "The Young Men's Christian Association—a Field for Service."

Rev. J. W. Suter, Jr., Pastor Faith Church, Springfield, Mass. "Thanksgiving."

E. E. Bohner, Industrial Secretary, Providence, R. I. "Immigration."

Professor T. G. Soares, University of Chicago. "Recent Progress in Religious Education." "Our Conception of God."

John Spargo, New York City. "Socialism."

Geo. E. Dawson, Ph. D., Psychologist Springfield Schools. "Clinical Evidences of Nervousness."

E. N. Huntress, General Secretary Young Men's Christian Association, Pittsfield, Mass. "Association Housekeeping."

Richard C. Morse, New York City. "Growth and Development of the Young Men's Christian Association."

James E. Peabody, New York City. "Heredity."

Boys' Work Institute

E. M. Robinson, International Secretary Boys' Department, New York City. "The Greater Opportunity in Boys' Work."

a. Relationship to Other Agencies Doing Work with Boys.
b. The New Religious Emphasis in Work with Boys.

C. C. Robinson, International Secretary Boys' Department, New York City. "The Wage Earning Boy."

a. Needs and Opportunity.
b. A Program of Work.

Frank H. T. Ritchie, International Secretary Boys' Department, New York City. "The Community Work of the Young Men's Christian Association."

Arthur N. Cotton, International Secretary Boys' Department, New York City. "The Significance of Work with High School Boys." "A Program of Work with High School Boys." "Why I Entered the Association Work with Boys and Still Continue."

Missionary Conference

John Douglas Adam, Hartford Theological Seminary, Hartford, Conn. "Awakening of the Country."

Robert E. Speer, Secretary Presbyterian Board Foreign Missions, New York City. "The Awakening."

George Sherwood Eddy, International Committee, New York City. "Moral Problems of the Great War."

Frank N. D. Buchman, State College, Pa. "The Lure of the East."

Mrs. F. G. Platt, formerly of Turkey. "What it Means to be a Missionary."

Annual Tour, Senior Class, 1917

Headquarters, March 16-21, Arlington Hotel, 18 West Twenty-fifth Street, New York City

Friday, March 16, 1917

Arrive		*Leave*
	Springfield	11.54 a.m.
1.30 p.m.	New Haven (phys. men)	
2.00	Yale Gymnasium (phys. men)	4.00 p.m.
	New Haven (phys. men)	4.48
2.03	Bridgeport (sec. men)	
2.15	Bridgeport Association (sec. men)	8.40
5.40	Bridgeport (phys. men)	
	Bridgeport Association (phys. men)	8.40
10.04	New York City	

Saturday, March 17

9.30 a.m.	Twenty-third Street Branch, New York City	2.35 p.m.
3.00 p.m.	National Y. W. C. A. Training School	5.00

Sunday, March 18

11.00 a.m.	Mount Morris Baptist Church—Dr. J. Herman Randall	
3.30 p.m.	Association Sunday Meetings	6.00 p.m.

Monday, March 19

9.30 a.m.	Bedford Branch, Brooklyn	1.30 p.m.
2.00 p.m.	Brooklyn Central	7.30

Tuesday, March 20

9.00 a.m.	Commercial High School, Brooklyn (phys. men)	10.30 a.m.
9.30	Twenty-third Street Branch	
	New York City and State Work (sec. men)	11.00
11.15	International Committee Building	4.30 p.m.

Wednesday, March 21

9.30 a.m.	West Side Branch, New York (sec. men)	2.30 p.m.
3.00 p.m.	Earl Hall, Columbia University (sec. men)	3.45
4.00	Union Seminary (sec. men)	5.00
9.00 a.m.	Stuyvesant High School (phys. men)	10.30 a.m.
11.00	West Side Branch (phys. men)	2.30 p.m.
3.00 p.m.	Columbia University (phys. men)	5.00
6.30	Alumni Dinner, Brooklyn Central (phys. men)	

Thursday, March 22

Headquarters—Central Branch, 1421 Arch St., Philadelphia

	Leave for Philadelphia, Penn. Station . . .	9.00 a.m.
11.00 a.m.	Arrive Philadelphia	
11.30	Central Branch	4.00 p.m.
4.30	Independence Hall	5.30

Friday, March 23

9.30 a.m.	Univ. of Penn., Houston Hall	10.30 a.m.
10.30	Univ. of Penn., Gymnasium (phys. men) . .	12.00 m.
10.30	Univ. of Penn., Houston Hall (sec. men) . .	12.00 m.
	Leave for Washington, Penn. Station, West Phila.	1.24 p.m.
4.40 p.m.	Arrive Washington	
7.30	Congressional Library	9.30

Saturday, March 24

9.30 a.m.	Central Branch	12.00 m.
12.30 p.m.	Railroad Association	2.30 p.m.
3.00	Capitol	

Annual Tour, Junior Class, March 19-23, Inclusive

Headquarters, Providence, Central Y. M. C. A., Broad and Seekell Streets
Headquarters, Boston, Hotel Oxford, 40 Huntington Avenue

Monday, March 19

Arrive		*Leave*
	Springfield	9.10 a.m.
10.29 a.m.	Worcester—Leave bags at depot	
10.45	Worcester Y. M. C. A., R. L. Moore, Secretary; E. W. Wilder, Director	12.00 m.
12.15 p.m.	Clark Univ., Dinner and Addresses (phys. men) .	1.45 p.m.
2.15	Worcester Acad., R. J. Delehanty, Director (sec. men)	2.15
2.30	Boys' Club, Ionic Ave., W. C. Armstrong, Sec., Worcester Depot	4.10
5.45	Providence, L. E. Hawkins, Sec., R. C. Cubbon, Director.	
6.30	Dinner—guests of Providence Association	
	"Set up" of Providence work	9.30

Tuesday, March 20

8.30 a.m.	Conferences, Providence Y. M. C. A.	
2.00 p.m.	Narragansett Machine Company—Thornley Bros.	3.30 p.m.
4.00	Brown University	6.00
6.30	Dinner at Turks Head	9.30
	Guests of Narragansett Machine Company	
	Physical men leave for Boston	10.05
11.01	Back Bay	

Wednesday, March 21

8.30 a.m.	Conferences, Providence Y. M. C. A. (sec. men) .	3.00 p.m.
3.30 p.m.	Pawtucket Y. M. C. A. (sec. men)	
	Leave for Boston (sec. men)	5.30
6.40	Back Bay (sec. men)	
	South Station, Boston (phys. men) . . .	7.33 a.m.
9.00 a.m.	Wellesley College (phys. men)	2.02 p.m.
3.00 p.m.	Boston Central Y. M. C. A. (phys. men) . .	5.30

Thursday, March 22

9.00 a.m.	Rowe's Wharf	
10.00	Lynn Y. M. C. A., H. S. Smith, Sec.; T. Rudkin, Director	1.30 p.m.
2.30 p.m.	Boston Central (sec. men)	6.00

3.00	Brookline Municipal Baths (phys. men) . .	5.30
6.30	Alumni Dinner Hotel Brunswick, Boylston Street Dr. G. R. Maguire, Speaker	

FRIDAY, MARCH 23

9.00 a.m.	Sargent Normal School (phys. men) . . .	12.00 m.
9.00	Y. M. C. A. State Office, 167 Tremont Street (sec. men)	10.15 a.m.
10.45	Sargent Normal School (sec. men) . . .	12.00 m.
12.30 p.m.	Dinner Memorial Hall (entire class) . . .	1.00 p.m.
1.00	Observation tour, Harvard Univ. (entire class) .	2.45
3.00	Cambridge Association, 820 Massachusetts Ave. (entire class)	5.00
	End of official trip	

SATURDAY, MARCH 24

Optional observation trips

Annual Tour, Freshman Class, March 19

The Hartford Association is selected as being thoroughly representative of the up-to-date work. The secretarial and physical course men have met together with Hartford secretarial force for a consideration of Religious Work, Organization, Membership, Social and Educational Departments. The men in the two courses have separated for consideration of specialized departments and for observation.

Students

Graduate

Buck, Harry Crow	P	Duncannon, Pa.
Goss, George Edward, B. P. E.	P	Fall River, Mass.

Senior Class (1917)

Anger, George W.	S	New York City
Babcock, Harry Duffin	P	Dexter, N. Y.
Barbour, Arthur Webb	S	Rockland, Me.
Beach, Burns William	P	Ft. Atkinson, Wis.
Beckwith, Charles Harold	P	Waterport, N. Y.
Benatre, Ernest	P	Newark, N. J.
**Bigler, Ivan Edwin	P	Bradford, O.
Bode, Frederick Adam	P	Youngstown, O.
Booth, Thornly Watson	P	Paterson, N. J.
**Brown, Floyd Lucian, A. B.	P	Springfield, Mass.
*Buck, Paul Ten Hagen	C	Lagrangeville, N. Y.
Campbell, Robert Burns	S	Pawtucket, R. I.
Cobb, Leigh E.	C	Audubon, N. J.
Coles, Fred Stewart Grant	S	Brantford, Ont.
Crissey, Charles Edward	S	Newark, N. J.
Dahlgren, Charles Francis	S	East Orange, N. J.
Damkroger, Ernest L.	S	Santa Cruz, Cal.
Dresser, Henry Owen, B. S.	P	Manhattan, Kan.
Ellis, Edgar Harold	S	Paterson, N. J.
Esbjornson, Roland Algot	P	Brooklyn, N. Y.
Evans, Duvall B., A. B.	P	Winchester, Va.
Frayer, Harry Erwin	P	Hamilton, O.
Gerwig, Stacey Virgil	P	Bennett, W. Va.
Graham, Paul Seabrook	P	Dayton, O.
Greim, Willard Nicholas, M. Pd.	P	Warrensburg, Mo.
Hammerstein, Clarence Philip	S	Evansville, Ind.
Handley, Roy Crane	C	Camden, Me.
Harvey, Leon Russell	P	Springfield, Mass.
Hastings, Cecil	S	East London, South Africa
Hill, Thomas Benjamin	S	Colombo, Ceylon
Hinman, Strong	P	Wichita, Kan.
Hitchcock, Paul Earl	S	Springfield, Mass.
Hoogesteger, Harry	P	Grand Rapids, Mich.
House, Howard Henry	P	Brookville, Kan.
Jefferson, John William	P	Burton-upon-Trent, England
Jenkins, Harold Willey	P	Lowell, Mass.

Jouannet, Francis Lionel	P	Brookline, Mass.
Kranz, Leon George	P	Coatesville, Pa.
*LaPoint, Wilfred John	C	Greenfield, Mass.
Leary, Anson Thomas	S	Irvington, N. J.
Lenhardt, Frank Adolph	P	Downingtown, Pa.
Leonard, Ralph Goldsborough	S	North Adams, Mass.
Libby, Lester Hobart, B. A.	C	Gorham, Me.
Magee, John Henry	P	Hilton, N. Y.
Middagh, Joseph Ephlin	P	Corning, N. Y.
Mitterling, Ralph, B. S.	P	Freeburg, Pa.
Murphy, Patrick Joseph	P	Springfield, Mass.
Newell, John Robinson	P	Paterson, N. J.
Olson, Carl	P	Ashtabula, O.
Peters, Robert Horace, B. Pd.	P	Warrensburg, Mo.
Purdy, Kepler Herschel	S	Tarrytown, N. Y.
Roake, John Darrow	S	Chester, N. J.
Roberts, Herbert	P	Central Falls, R. I.
Rowley, Kenneth Bishop	P	Leominister, Mass.
Rutherford, Harvey James	C	Gouverneur, N. Y.
*Scott, John Edmund	C	Ft. Wayne, Ind.
Sermon, Raymond Rollins	P	Independence, Mo.
Smith, John Heaton	P	Springfield, Mass.
Stafford, George Thomas	P	Bridgeport, Conn.
Staley, Seward Charle	P	Johnstown, N. Y.
Sully, George, Jr.	S	Germantown, Pa.
Thorn, Earl Abbott	P	Middletown, N. Y.
Tichenor, Ralph L.	P	Rochester, N. Y.
Van Arsdale, Harold Wm. Shaw	P	Elizabeth, N. J.
Wade, Warren Corydon, B. S.	P	Wauwatosa, Wis.
Whiting, William Henry	P	Springfield, Mass.
Wilson, Charles Christopher	P	Brooklyn, N. Y.
Zielminski, Max George	P	Birmingham, Ala.

Sixty-eight Seniors.

Junior Class (1918)

Ashmus, Louis Edward	P	Youngstown, O.
Ball, Chester Spafford	P	Boston, Mass.
Banister, Albert Leslie	P	Bondsville, Mass.
Beier, Frank Julius	P	New Orleans, La.
Benson, Herman Emanuel	S	Worcester, Mass.
Beverly, Ralph Gardner	C	Williamstown, Mass.
Branin, Charles Edwin Clark	P	Dayton, O.
Bretschneider, Ernest Emil	P	Portland, Me.
Brown, George Alfred	P	Rochester, N. Y.
Brown, Irvin Ellsworth	P	Salem, Mass.
Bullen, Theodore Franklin	P	Great Neck, N. Y.

Burns, Clifford Sheldon Fred	S	Springfield, Mass.
Callowhill, Harold Scott	P	Baltimore, Md.
Canfield, Kenneth Beard	S	Somerville, Mass.
Cate, Rex March	P	Ashmont, Mass.
Challice, John Traies	S	Rochester, N. Y.
Coffin, Elmer Carleton	P	Marblehead, Mass.
Crapser, A. Lester	P	Poughkeepsie, N. Y.
Davis, Charles Wesley	P	Chelsea, Mass.
Dennis, James Adelbert	P	Rockford, Ill.
Drew, Harold Delbert, B. S.	P	Patten, Me.
Erickson, John Edward	S	Middleboro, Mass.
Folsom, Leon	P	Boise, Idaho
Fox, Willard	S	Los Angeles, Cal.
Frank, Raymond C.	S	Cumberland Mills, Me.
Fretter, Lester Frank, A. B.	P	Cleveland, O.
Fulton, Clifford Tate	P	Clearfield, Pa.
Gardner, Greyson Curtis	P	Cottage Grove, Ind.
Gayle, James	C	Portsmouth, Va.
Graham, Charles Luther	P	Dayton, O.
Groesbeck, Charles Holmes	S	Dalton, Mass.
Grumman, Russell Marvin	S	Tuxedo, N. Y.
Gullickson, Otto Andrew	P	Enderlin, N. D.
Habermann, Ray Edward	P	Florence, Wis.
Hewett, Charles Gregory	S	Rockland, Me.
Hirshson, George Warren	P	Somerville, Mass.
Hodge, Melville Herbert	P	Fargo, N. D.
Horton, Clifford Emory	P	Spokane, Wash.
**Howe, William Augustus, 2d	P	Phelps, N. Y.
Hughes, Robert Payton	P	Brooklyn, N. Y.
Hurlburt, Clifford Sherman	P	Bridgeport, Conn.
Jones, Vivian Maxwell	P	Birmingham, Ala.
Judd, Leslie James	P	East Adelaide, South Australia
Landis, John Franklin	P	Penn Station, Pa.
Lanois, John Henry, A. B.	P	Worcester, Mass.
**Larkin, John Tyer	S	Carthage, N. C.
Leonard, Thomas Hawthorne	C	Newport, R. I.
Lewis, John Calvin	P	Los Angeles, Cal.
Link, Carl William	S	Hamilton, O.
Long, Robert Henry	P	Brooklyn, N. Y.
Lyon, Harry Speidel	P	Bridgeport, Conn.
MacDonald, Angus John	P	Cambridge, Mass.
Marvill, Albert Henry	P	Philadelphia, Pa.
Marvin, Charles Barnard	P	Jacksonville, Fla.
McIntyre, Donald Roy	P	Manchester, N. H.
McKnight, Orren Bassett	P	Wallingford, Conn.
Miles, Nile Maynard	S	Grafton, Neb.
Morgan, Dean C., A. B.	P	Hopkinton, Ia.
Morgan, Elmer Ellsworth	P	Plymouth, Pa.

Morsell, Joseph Arimathæa	S	Baltimore, Md.
Moyer, Henry Allen	S	Rochester, N. Y.
Nickerson, Roy	P	South Jacksonville, Fla.
Ott, Albert Carl	P	Worcester, Mass.
Otto, Paul	P	Reading, Pa.
Owl, Walter David	C	Cherokee, N. C.
Parker, Wallace Cady	P	Springfield, Mass.
Patrick, Herbert Lawrence	S	Reading, Mass.
Peckham, R. Wallace, B. Sc.	C	Newport, R. I.
Reid, James Cluhan	S	Sydney, N. S.
Ruettgers, Carl	S	Brooklyn, N. Y.
Samson, Paul Andrew	S	Revelstoke, B. C.
Sharp, Mason White	S	Brattleboro, Vt.
Singh, Joseph Nanju	C	Bombay, India
Sinnett, John James	S	Boston, Mass.
Snell, Chester De Forest	C	Canajoharie, N. Y.
Stewart, Lewis J.	S	Ashtabula, O.
Strong, Edward Winslow	C	Ayer, Mass.
Taylor, George Herman	P	Waterbury, Conn.
Tenison, Samuel Alfred, B. S.	P	Hillsboro, Ill.
Thompson, George Harold	S	Poughkeepsie, N. Y.
Todd, Charles Davis	P	Springfield, Mass.
Tompkins, Leslie James	S	Yonkers, N. Y.
Veal, Ronald Tuttle	S	Michigan City, Ind.
Whetstone, Robert Bruce	P	Philadelphia, Pa.
**White, William Charles	P	Jacksonville, Fla.
Williams, George Edmund	P	Belchertown, Mass.
Williams, Walter Seavy	P	Marblehead, Mass.
Wiseman, Oliver Grogen	S	Newburgh, N. Y.

Eighty-eight Juniors.

Freshman Class (1919)

(Diploma course)

Bailey, Kenneth Nott	S	Omaha, Neb.
Brown, Walter Birdsall	P	Brooklyn, N. Y.
Burhans, Barent	S	Poughkeepsie, N. Y.
Harmon, Guy Hendrick	P	Bennington, Vt.
Hillebrandt, Herman H. N.	P	New York City
Hinds, Frank Nelson	P	Northampton, Mass.
Hirst, Arthur	P	Syracuse, N. Y.
Jones, Thomas Frederick	S	Mexico, N. Y.
Kerr, George Harry	C	Lynn, Mass.
Markley, Charles Arthur	P	Newark, N. J.
Quinlan, Percy Hall	P	Needham Heights, Mass.
Rouse, Hallock	P	Springfield, Mass.
**Weber, Frederick	P	Alliance, O.

Freshman Class (1920)

Abbott, Harry Vanaman	P	Chester, Pa.
Adams, Harold Gillet	P	Hanyang, China Newton Center, Mass.
Arms, Harlan Sherman	P	Conway, Mass.
Atkinson, Ralph Cosby	P	Springfield, Mass.
Brown, Robert	P	Springfield, Mass.
Bryant, Carroll Lee	P	Manchester, N. H.
Clarke, Robert Carter	P	Morristown, N. J.
Cohlmeyer, Julius Carl	P	Kansas City, Mo.
Cooper, Robert Ulsh	P	Jersey Shore, Pa.
Cotta, Ralph Leslie	P	Rockford, Ill.
Cowell, Charles Clarence	P	Racine, Wis.
Currier, Carl Milton	S	Lawrence, Mass.
Currul, Russell Ashmun	S	Winthrop, Mass.
De Gast, Mars	P	Paterson, N. J.
De Lamater, Dorrance Dudley	P	Ft. William, Ont.
Dickson, Henry Lawrence	P	Jamestown, N. Y.
Elbel, Edwin Robert	P	South Bend, Ind.
Emery, Ivan Lester	P	West Chester, Pa.
Estaver, George Wrenn	P	Worcester, Mass.
Fisher, Edward Michael	P	Reading, Pa.
Flint, Harold Spaulding	P	Claremont, N. H.
Furbish, Willard Hart, Jr.	P	Winchester, Mass.
Goodrich, Charles Lyman	P	Taunton, Mass.
Hallett, Walter Sears	P	Hyannis, Mass.
Harriman, Paul Leonard	S	East Craftsbury, Vt.
**Harris, Arthur	C	Camp McDowell, Ariz.
Hersey, Edward	P	Providence, R. I.
Hobart, Frank Donald	P	North Amherst, Mass.
Jeffrey, Arthur Guthrie	S	New York City
**Klingensmith, Glenn Howard	S	Ashtabula, O.
Kontner, Everett Reeves	P	Nelsonville, O.
Leonard, Clinton Snow	S	East Taunton, Mass.
Machon, Robert Benjamin	P	East Providence, R. I.
Mansfield, Norman John	P	Springfield, Mass.
Mattocks, David Daniel	S	Philadelphia, Pa.
Moore, Clifton Robert	S	Taunton, Mass.
Morrison, Daniel Kenneth	C	Newport, R. I.
Mosher, Henry Allen	P	Worcester, Mass.
Niday, Everett Floyd	P	Corydon, Ia.
Parker, Richard Wilbur	S	North Attleboro, Mass.
**Parsons, Ralph Upham	P	Waterbury, Conn.
Peabody, Allen Stone	P	Bradford, Mass.
Peck, Vivian Nathaniel	P	Baltimore, Md.
Purvere, Lester Hosmer	P	East Providence, R. I.

Reiff, Carl Joseph	S	Hamilton, O.
Rogerson, John Thomas	P	Bayport, N. Y.
Schilling, Arthur Bertram	S	Buenos Aires, Argentina, S. A.
Sharp, Nelson Joseph	P	Hartford, Conn.
Smith, Robert Henry, Jr.	S	Brooklyn, N. Y.
Snedeker, Charles Teale	P	White Plains, N. Y.
Snow, Murray Dean	P	Revere, Mass.
Spencer, Wesley G.	P	Andover, Mass.
Tandy, Burton Starr	S	Brooklyn, N. Y.
Thayer, Clarence Putnam	P	Brockton, Mass.
Trappe, J. Salter	P	Merchantville, N. J.
Van Wagner, Floyd Marcellus	P	Hyde Park, N. Y.
Whalen, T. J.	P	Mittineague, Mass.
White, Everett Elliott	C	West Peabody, Mass.
Ybargoyen, Samuel Gerardo	P	Montevideo, Uruguay

Seventy-two Freshmen.

Preparatory Class (1920)

(Diploma course)

Montague, Kirk Godbey	P	Portland, Ore.
**Mountain, James Frederick	S	Hamilton, Ont.
Rhodes, Walter Dewey	P	Paducah, Ky.
Schrack, John	P	Reading, Pa.
Wilber, Raymond Tynan	S	Hyde Park, Mass.

Preparatory Class (1921)

Anderson, Harry	S	Brooklyn, N. Y.
Brining, Theodore Raymond	S	Binghamton, N. Y.
Browne, Joseph Kelly	S	Akron, O.
Conklin, Robert Josiah	S	Montclair, N. J.
Ebel, John Andrew, Jr.	S	Brooklyn, N. Y.
Edwards, Charles Harry	P	Waterbury, Conn.
Elwell, Oscar Lucius	C	Bennington, Vt.
Hyde, Herman Selden	P	Deerfield, Mass.
Johnson, Victor Theodore	P	Worcester, Mass.
Kalloch, Samuel Joseph	P	Holyoke, Mass.
Kennard, Fred Holmes	P	Rochester, N. Y.
**MaLette, Harry Lathaniel	P	Indianapolis, Ind.
Packard, Wilbur Herbert	P	Springfield, Mass.
Peters, Raymond W.	P	Pittsburgh, Pa.
Pollock, Kenneth	P	North Andover, Mass.
Posson, Donald Gallup	P	Fort Kent, Me.
**Sanderson, Adolph Louis	S	Omaha, Neb.

Wang, Shih Ching	P	Peking, China
Wang, Wen Lin	P	Peking, China
Young, Earl	P	Plymouth, Pa.

Twenty-five Preparatory.

Graduate Work	2
Seniors	68
Juniors	88
Freshmen	72
Preparatory	25
Total	255

S Secretarial.
P Physical.
C County.
* Attending Massachusetts Agricultural College, 1916-17.
** Partial Course.

Object

The International Young Men's Christian Association College is the oldest professional school for training officers for service in the Young Men's Christian Association. Its primary object is to train officers for the Association. It was created and has been carried on by representatives of this organization. Only students with the ideals of the Association and who desire to devote their lives to service among boys and young men are admitted. It has been found that Christian young men who have the qualifications for success in the Young Men's Christian Association are also in demand for service in other organizations of a similar character. Christian young men desiring to fit for similar service under other auspices are also admitted. The courses of study are as follows:

I. General Course

The general course fits all students for leadership in religious and social work. It aims to give the highest intellectual culture and a religious education in harmony with the results of modern science and biblical scholarship. This course embraces studies which underlie the work of an Association officer. Based upon the general course, which is taken by all students, are the technical courses which give a training for the particular department of service which the student expects to enter after graduation.

II. Technical Courses

1. *Secretarial Course.* This course prepares men for the various forms of secretarial administration. It trains men to become general secretaries, educational directors, railroad secretaries and heads of departments. It is also adapted to prepare men for institutional work in churches, social settlements and kindred organizations. Religious work directors for Young Men's Christian Associations or churches will find this course of great value.

2. *Physical Course.* This course prepares Christian young men for work in physical education as physical directors in the Young Men's Christian Association, in schools and colleges and in similar institutions. In recent years many openings have come

for physical directors in connection with the playground movement.

3. *County Work Course.* The object of this course is to prepare students for leadership in religious, social and physical work among boys and young men in the country as county work secretaries. This course covers four years, three years being taken at Springfield and one year at the Massachusetts Agricultural College at Amherst.

4. *Boys' Work Course.* The object of this course is to train men for leadership in work among boys. When the College was founded in 1885 there were 400 employed officers in the Young Men's Christian Association. There are now as many secretaries giving their entire time to work among boys and a large number of men occupying similar positions in boys' clubs, social settlements and kindred organizations.

It is the purpose of the trustees of the College to provide an institution where a carefully selected body of experts shall devote their whole time to the training, developing and guiding of the students. In accordance with this policy a group of specialists, who are devoted to the cause for which this institution stands, have worked out a curriculum of study and a plan of social activity and normal work, which are admirably adapted to train men for dealing with boys and young men. The faculty consists of seventeen members who have had experience in Association work and who are university trained men. Five are graduates of theological seminaries, two of medical colleges and six have had university study in Europe. This College aims to prepare its students to build Christian manhood in adolescent boys and young men in a large and virile way. The technical and normal training receives the most painstaking attention, but the College has never lost sight of its primary purpose of placing the study of principles above methods. Its great work is preparing men for religious leadership and social service.

The leadership of the College in physical training and in work among boys, and its contributions to Association literature and methods, have given it a prominent place.

The College also brings to the students the leading experts in various phases of Association endeavor, who give courses of lectures and instruction on the most up-to-date developments in work among young men.

The courses of study at the College give a large place to normal practice and careful observation of work in actual operation. Abundant opportunities are afforded through the religious and educational activities of Springfield to share in practical work. Physical training has reached a high stage of development in this region, and through gymnasiums, athletic leagues, boys' clubs and other channels, students are given ample opportunity for experience and practice. This normal practice is carefully graded and is under the supervision of three members of the faculty. The same standards are required in this work as in the classroom.

One of the most important parts of a student's education is fellowship and contact with other students who are to enter the same profession. The daily association of 260 young men preparing for the same life callings, who have been gathered from all over the world, is in itself an educational factor of great value.

In recent years the equipment of the College has been practically doubled. Pratt athletic field, the new gymnasium, the heating plant, the McCurdy natatorium and the library building have followed in quick succession and add greatly to the educational advantages of the College.

Much of the original investigation done by the students appears in its publication, *The Association Seminar.* The College has always recognized its obligations to further the interests of the Young Men's Christian Association by an original study of the problems presented by work among young men and boys. This is a rich field for research and investigation.

Most of the courses in the curriculum have been in large part produced by the instructor or modified in order to adapt them to its particular purpose.

Historical Sketch

The rapid extension of the Association movement between 1870 and 1885, the erection of large buildings and the marked increase in the size of individual Associations created a demand for trained men as officers. Later has come the widening of the field for social, religious and physical education.

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in January, 1885, under the name of the School for Christian Workers. Mr. Jacob T. Bowne, who had become one of the

secretaries of the International Committee, was called to take charge of the secretarial department. This was the pioneer attempt to train secretaries for the Young Men's Christian Association in a professional school, all previous efforts having been made either in summer schools or training centers. Many of the leaders in the secretaryship throughout the world are graduates of the Springfield College. In 1886 the department for physical training was established under the direction of Dr. Luther Halsey Gulick. This course has prepared a large proportion of the physical directors now in Association work, and many of the leaders in other forms of physical education. In 1890, as a result of a demand from the Associations, the Association department was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of ground bordering on Massasoit Lake, was purchased. After determined effort, under the leadership of Mr. Oliver C. Morse, corresponding secretary of the Training School, funds were secured for a model gymnasium building, which was completed in 1894. An athletic field was equipped for sports the same year. The pressing need of a dormitory and recitation hall was met by the erection in 1896 of the present attractive headquarters of the institution. In the spring of 1901, through the efforts of the students, the Washington Gladden boathouse was erected at a cost of $2,500. In the summer of 1904, through the generosity of Mrs. Eleanor S. Woods of Springfield, a most attractive social building, containing a dining hall, parlor and additional dormitory facilities, was erected and equipped at a cost of $20,000.

In view of the increase in the number of students and as a fitting recognition of the twenty-fifth anniversary, which occurred in 1910, an effort was undertaken by the trustees to greatly extend the equipment of the College and thus enable it to do an enlarged and more specialized work. This plan involved a new library building, an additional gymnasium, a new athletic field, a heating plant, a dormitory and a large addition to the endowment. Marked progress has been made in carrying out these plans for a larger work. Through the generosity of Mr. Herbert L. Pratt, the new athletic field was completed in the fall of 1910. The new gymnasium and the remodeling of the old gymnasium have provided a splendid equipment for the physical

department. The heating and lighting plant adds much to the comfort and efficiency of the work of the College. Mr. Herbert L. Pratt has further contributed to the cause of physical education by providing the McCurdy natatorium, which was opened for use in May, 1913, at a cost of $25,000. In October, 1913, the new library building was dedicated by Honorable William Howard Taft. This is a fireproof building of the most modern appointments, erected at a cost of $80,000. These grounds and buildings, with the advantages of Massasoit Lake, make an ideal equipment, while the proximity of 300,000 people within ten miles of the College campus furnishes admirable opportunity for leadership in altruistic endeavor.

With this external development there has been an even more important internal educational evolution. A carefully shaped curriculum of study and a competent faculty of specialists are the result.

Since its inception, this institution has stood for the study of humanics. Following the ideals of the Young Men's Christian Association, it has recognized the threefold nature of man—body, mind and spirit. This conception furnishes a philosophy for the curriculum and is a guiding principle which gives unity and symmetry to the work.

The College has stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

Social Service and Religious Education

The International Young Men's Christian Association College is a modern institution which has arisen in response to present-day needs. It has grown out of the changed conditions in city and industrial life and the new conception of Christian work.

1. *Religious Education.* A religious education based on the study of human needs and the religious heritage of the race, in touch with modern thought and adapted to the conditions of the present day, is one of the important opportunities afforded by the College at Springfield. A religious education must have at least three elements—a study of the Bible, a study of the development of Christian thought and history, and of the social, economic, moral and religious needs of our time. These courses are fundamental to all institutional workers whether in the secretary-

ship or the physical directorship, in social settlements or in boys' clubs. Just as the Young Men's Christian Association has placed its welfare and institutional work on a religious basis, so the College relates its technical and social courses to religious education.

2. *Social Service.* The College aims to fit all of its students for social service as a natural result of a religious education. The industrial environment of today demands Christian men who understand the civilization in which they live and the needs of men around them. Through courses in economics, sociology, municipal sociology, community and personal hygiene, ethics and methods of work among young men and boys, the College offers most attractive courses of study for institutional workers.

These courses in social service and religious education are fundamental to the various phases of work for the religious and social betterment of men and boys as carried on at the present day.

Degrees

The College possesses a charter from the Massachusetts Legislature granting the right to furnish degrees.

The degree prescribed for the secretarial course, the county work course and the boys' work course is Bachelor of Humanics (B.H.). This is in recognition of the student's having completed a thorough study of man—spiritually, intellectually, socially and physically.

The degree prescribed for the physical course is Bachelor of Physical Education (B.P.E.), in recognition of the student's having completed a thorough course in physical education.

For graduate work are given the degrees of Master of Humanics (M.H.) and Master of Physical Education (M.P.E.).

By vote of the trustees in April, 1915, it was provided that students entering with the college year, beginning September, 1916, will be expected to cover four years' work for a bachelor's degree.

College Graduates

The course for college graduates covers two years. Credit will be given for satisfactory work done in other institutions.

The impression has prevailed among some that a college education without professional training is adequate for success in the

general secretaryship or the physical directorship. This is not justified by experience.

The value of professional training for Association leaders was clearly expressed by the Employed Officers of the North American Associations at their conference held in Columbus, Ohio, June, 1911. A special commission reported as follows:

"It is evident that, so far as length of service is concerned, the men recruited through the Training Schools have a distinct advantage, and that college graduates recruited through the Training Schools, although as yet comparatively few, are the most permanent recruits we receive, their likelihood of permanency being more than doubled by the Training School course. The losses from the ranks of both college graduates and men out of practical life are appalling. Only about one in four of college graduates and one in five men from practical life, entering without special professional training, prove to be permanent."

Graduates of the International Young Men's Christian Association College serve more than twice as long in the Young Men's Christian Association as college graduates without this preparation.

Physical training offers to the college graduate the advantages of a comparatively new profession. The increase in the number of positions in Associations, preparatory schools and colleges during the last fifteen years has been very great. There is also increasing demand for physical directors in the city schools. The Associations, schools and colleges are searching for men of moral earnestness and Christian character who have the necessary technical knowledge and executive ability. The present demand far exceeds the supply.

The need of technical training for physical directors is clearly shown by the fact that only nineteen per cent of the non-trained men, or those who enter through an apprenticeship, succeed. Of the college graduates who have entered the physical directorship without technical preparation, twenty-three per cent have served five years or more, while eighty-six per cent of the graduates of the College at Springfield have rendered five or more years of service in their chosen calling.

Under-classmen of other institutions are invited to correspond regarding the selection of courses of study while they are preparing to come to Springfield.

The commission on recruiting and training of employed officers, meeting at Atlantic City, April, 1916, made the following report:

"The Association colleges are the standard agencies of preparation for the Association vocation. Summer schools are primarily for continuation study and secondarily for introductory and preparatory study. The training centers are intended to provide instruction and coaching in selected local Associations for the preparatory and supplementary training of the local staff."

The last International Convention held at Cleveland in May, 1916, adopted the following resolution:

Recommendation Nine: "The most efficient type of vocational training as a rule is possible only in the Association College, and emphasis should be placed upon this training as most desirable."

Buildings and Grounds

The College has been provided with a property admirably adapted to its purpose, located on the shores of Massasoit Lake. The campus and athletic grounds consist of forty acres of land, within fifteen minutes' ride of the center of the city. In addition to this, on the opposite side of the lake, the College possesses Gerrish Grove, a tract of twenty-five acres.

ADMINISTRATION BUILDING

The administration building is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," post office and business offices.

The three upper floors contain two classrooms and sleeping rooms for one hundred students. Each floor is provided with lavatories and baths. In the basement there is provision for a chemical laboratory and storerooms.

LIBRARY

The new library building, a fireproof structure with the most up-to-date library equipment, occupies the southern side of a quadrangle which is the center of the College campus. This building is particularly designed for the students of a technical school.

The new building furnishes ample opportunity for study and research, having study tables for sixty. Special seminar rooms

are provided with forty-eight private desks so that theses and original studies can be followed consecutively.

The library has become one of the most important features of the life of the College. No other department of the institution has increased more rapidly during recent years. As a whole it contains 13,003 bound volumes and some 26,000 pamphlets and magazines bearing upon the subjects taught in the institution. These include a valuable historical collection of Young Men's Christian Association publications in nineteen languages and dialects and covering the work of more than seventy years; also "The Gulick Collection of Physical Training," one of the most complete collections of works on this subject, covering upwards of two hundred years and in six languages. Additions are being made continually to all these sections.

The reference library is open from 7.30 a.m. to 10.30 p.m., loans from 9 a.m. to 10.30 p.m. The reading room has on file ten dailies, fifteen weeklies and eighty monthlies.

The general library is supported by income from "The Mary R. Searle Memorial Fund," and from current gifts of alumni, students and friends.

The Springfield Public Library of 220,000 volumes, one of the great circulating libraries of the country, is at the service of the students without expense.

GYMNASIUMS

The east and west gymnasiums have the most approved equipment to date.

Heating and Ventilating

The heating is a combination of the direct and the indirect methods. Direct radiation is furnished sufficient to bring the temperature of the gymnasium to 50°F. Coils in the fan room supply enough additional heat to bring all rooms up to 70°F. This fresh warm air is thoroughly distributed to all parts of the gymnasium by a plenum fan. The foul air is drawn out from widely different parts by an exhaust fan. It is possible by opening a door between the fan rooms to circulate the air in the building without the admission of cold air. When the building is used at nearly its maximum capacity it is possible to introduce 100 cubic feet of fresh air per minute per individual for those who

are exercising. All air admitted, aside from leakage into the rooms through wall, window and door crevices, is washed and humidified. This is the first time the well-recognized laws regarding ventilation and humidification have been applied to gymnasium requirements. The relative moisture content may be raised from the ordinary dry condition of twenty per cent to between forty and sixty per cent. The foul dry air ordinarily found in gymnasiums greatly lessens the value of the exercise. In addition to the plenum and exhaust fans a special fan draws directly the sweaty air from the gymnasium clothing in the lockers and from the toilets. Another fan draws the damp air directly from the natatorium, forcing it outdoors.

Light

Both gymnasiums have light entering from all four sides. The west gymnasium has in addition a skylight in the roof. Artificial light is abundantly furnished by Tungsten lamps.

Baths and Toilets

Four bathrooms are equipped with sixteen shower baths and ten toilets. The water is heated automatically and is abundant. The most approved mixing valve is used on the showers.

Locker Rooms

Five locker rooms are equipped with the Narragansett Machine Company's sanitary lockers. The lavatories are of the most modern type.

The East Gymnasium

This building, erected in 1894, the gift of Col. Charles A. Hopkins, Mr. Preston B. Keith, Mr. Benjamin Thaw and Mr. Rowland Hazard, has been entirely remodeled in its heating, ventilating, lighting, locker and bathing features. It is thoroughly equipped with dumb-bells, wands, Indian clubs, stall bars and heavy apparatus. The size of the gymnasium floor is 48 by 74 feet. This building contains two offices on the first floor, and three rooms on the second floor equipped with up-to-date apparatus for use in medical gymnastics. On the third floor are the three rooms used for a diet kitchen laboratory and for storeroom purposes.

The West Gymnasium

This building, erected in 1911, is a model gymnasium. It contains in the basement, rooms for boxing, wrestling, fencing, a locker room used for extension courses, a lecture room for class teaching of physical education theory and a storeroom. On the first floor is the gymnasium, 57 by 97 feet. On the second floor is a running track constructed with a visitors' gallery next the railing.

McCurdy Natatorium

Between the two gymnasiums, there was completed in the spring of 1913 the McCurdy natatorium, the gift of Mr. Herbert L. Pratt of New York City. The room is 42 by 84 feet and is thoroughly ventilated by plenum and exhaust systems. The plunge is 24 by 60 feet, with water depth of from 4 to 8 feet. Walls and floor of both room and plunge are finished in white tile and the ample skylight renders the entire room cheerful and healthful.

Tower

The basement has on the north side the fan room and on the south side the massage, hot room, lavatory and toilet. The first floor contains five offices for administration purposes. On the second floor are located the physiological laboratory with tables for thirty-four men and a lecture room seating comfortably seventy-five men.

WOODS HALL

The College, following the ideal of the Young Men's Christian Association, seeks to train its students spiritually, intellectually, socially and physically. For some years one of the friends of the institution in Springfield, Mrs. Eleanor S. Woods, had observed the need of greater social opportunities for the students. As a result of this conviction, she erected on the campus a social building, which has become a center of student life. The central feature of Woods Hall is a dining-room attractively equipped, with accommodations for one hundred and seventy-five guests. The social parlor, with its piano and cozy corners, makes a home-like place for the students. The second floor is given over to dormitory rooms. Many of the social occasions of the year are held in this building.

PLAYING FIELDS

Pratt Field

This field, the gift in 1910 of Mr. Herbert L. Pratt, was said by James E. Sullivan, organizer of the Amateur Athletic Union, and other experts to be the best field in the United States. It contains a quarter-mile track, 220-yard straightaway twenty-four feet wide, eleven runways and pits for jumping and vaulting, seven tennis courts, a football field and a baseball diamond. A reinforced concrete fence eight feet high surrounds the field. The entrances, designed by E. L. Tilton of New York in accordance with suggestions made by Mr. Pratt, are among the items of interest shown Springfield visitors. A bronze tablet is placed at the main entrance with this inscription:

THE PRATT ATHLETIC FIELD
PRESENTED BY
MR. HERBERT L. PRATT
OF NEW YORK
1910
DEDICATED TO
CLEAN SPORT AND ALL-ROUND MANHOOD

East and West Fields

These fields were leveled and equipped in 1910. Each has a football gridiron and a baseball diamond. These fields were made possible by the combined generosity of Mr. Pratt, Fred T. Ley & Co., and the students. Fred T. Ley & Co. constructed all three fields at cost. The students put about $1,000 worth of work into leveling and grading.

THE CAMPUS

The institution has a beautiful campus of nineteen acres on the south side of Alden Street, upon which are located the College buildings. At present the west side of the College campus is available for athletic games. The field is adequate for baseball, football and the tennis courts. The south end has been equipped by the city as a playground. The first playground in the city was organized on these grounds by Henry S. Lee in 1899. These fields are all planned in an ideal manner with reference to the avoidance of direct sunlight in the eyes of the players.

THE WASHINGTON GLADDEN BOATHOUSE

Through the efforts of the students and the generous gift of Mr. Frank Beebe of Springfield, a boathouse was erected in the fall of 1901, on the borders of Massasoit Lake. Massasoit Lake, which is two miles in length, furnishes an admirable opportunity for training in aquatics. A canoe carnival, probably the finest held in New England, is one of the picturesque events of Commencement week.

GERRISH GROVE

By a gift of the late Jacob Gerrish of Springfield, the College is enabled to preserve to a large extent the beauty of the shores of Massasoit Lake. Mr. Gerrish before his death deeded to the College about twenty-five acres of land on the shores of Massasoit Lake, opposite the College grounds. This gift, which is known as the Gerrish Grove, is a tract of land bordering on the lake for 2,300 feet. It is covered with beautiful white pines and deciduous trees, is easy to reach by boat from the College boathouse, and adds greatly to the beauty and value of the College property. It is useful for camping and athletic purposes.

LABORATORIES

The College possesses three laboratories: The oldest, a laboratory for the study of physiological physics and chemistry, gives special attention to the study of the mechanics of the body and chemistry of digestion. Considerable equipment has been added to this laboratory recently, thus providing for a larger number of students and more extended experimental work.

The physiological laboratory, for the study of physiology of exercise, is equipped with ergographs, sphygmographs, sphygmomanometers, pneumographs, etc. Progress has been made in the study of blood pressure and the effects of fatigue.

The equipment in the histological laboratory was the gift of Mr. F. M. Kirby, and is known as the F. M. Kirby Histological Laboratory. Additional gifts from year to year have increased its facilities. This laboratory is supplied with microscopes for the study of physiological structure and a microprojection apparatus which enables the entire class to do work in common. The biology classes also use this laboratory.

SCIENCE MUSEUM

It is the aim of the College to collect a carefully arranged science museum which shall have two purposes: First, to show human evolution, indicating the place of man in the world. Second, a natural history collection which will be of use in training workers among boys and to interest boys in the natural phenomena of the everyday world. Already a beginning has been made in these two collections and a sufficient amount of material has been secured to illustrate the subjects desired.

Institutes

One of the valuable forms of training at the College of a practical character is the conduct from time to time of institutes by men engaged in Association service. The plan involves conducting at least one institute each term on some important phase of work for young men and boys. By this method, during a student's four years' course of study he is brought into close contact with inspiring and virile leaders and in touch with fresh methods of Association work. During these institutes arrangements are made so that the student can have personal interviews with the visiting speakers.

Another unique feature characteristic of the Springfield College is the tours of visitation to neighboring Associations.

Ever since 1898, the seniors have made a trip for visiting the Young Men's Christian Associations, the various physical education institutions and the social settlements and boys' clubs of New Haven, Bridgeport, Greater New York, Philadelphia and Washington. These trips are carefully arranged and give opportunity for a comparative study of methods of work for young men. In recent years the junior class has made a similar study of the social and religious work for boys and young men in Boston and vicinity. The past year the freshmen paid a visit to Hartford, Conn., spending one day giving a detailed study to the administration of the Young Men's Christian Association of that city. Students in the county work course make carefully arranged visits to neighboring county work Associations. By these institutes and tours a student at the College during his course of study becomes familiar with the altruistic work for the young men and boys of the whole Atlantic seaboard.

Normal Practice

The College is located in the Connecticut Valley in one of the most beautiful American cities, in close touch with some of the leading educational institutions of the East.

In no part of the world are there so many highly developed Young Men's Christian Associations as in the eastern section of the United States. The proximity of New York City with its varied work for young men, international, state and local, furnishes an opportunity to see all forms of Association activity in operation. The annual tour by the junior and senior classes, and the frequent visits of Association leaders, bring the student into vital touch with the most aggressive phases of the Association movement. Association gatherings are frequently held at the College and opportunities occur each year for attending conventions. The churches of Springfield gladly welcome the services of the students in Bible teaching and in various forms of Christian work. The summer conferences at Northfield are within easy reach.

The College is carrying on a more extensive religious work than is done by many a large Association. The past year 150 students have been engaged in teaching Bible classes, classes in mission study, religious history, life problems, personal hygiene, etc. The glee club, under the direction of Professor Hyde, has prepared itself to render sacred music and take charge of Sunday evening services in churches during the winter.

Students in the county work course have unusual opportunities for normal practice. The Hampden County Improvement League is a new and virile organization for rural betterment. This League has a program affecting the life of the entire county —economic, social, intellectual, religious and physical. The officers of this organization gladly furnish opportunities for students of the College to engage in religious betterment. These opportunities are particularly desirable for men wishing to enter the county work of the Young Men's Christian Association.

The Boy Scout movement furnishes many opportunities for social service. Students from the College are called on to serve as leaders and also to give instruction in first aid and hygiene. Several patrols of scouts under the direction of students meet in the west gymnasium.

The Sunday School Athletic League of Springfield, enrolling over 500 boys, is almost entirely under the direction of students.

This work and much of the normal work among boys is carried on in the evening in the gymnasiums, so that some 800 boys come to the College weekly and are under the leadership of its students. Students also have charge of the athletic teams representing the different grammar schools of the city. The park department of Springfield, in connection with the board of education, has employed Mr. A. E. Metzdorf as supervisor of public recreation. Through Mr. Metzdorf's efforts recreation centers have been organized in a number of public school buildings and school athletic games have been extensively promoted. These recreation centers and athletic meets are almost entirely under the direction of the students of the College. At one of these meets 3,000 grammar school boys participated and over 30,000 people were in attendance.

Athletic clubs in connection with several of the churches also employ students as directors. These various activities afford excellent opportunities for the development of executive leadership in the students thus engaged, as well as giving them practice in coaching and officiating.

This work is not confined to the city of Springfield. Every year requests come from athletic organizations of surrounding cities for coaches, officials and gymnastic teachers. The normal work has grown very rapidly during recent years. Forty coaches and officials were furnished for Rugby football the past season and an equal number for Association football, basket ball, baseball and track.

One of the most attractive opportunities for normal practice is in connection with the Springfield high schools, which enrol over 1,000 boys between the ages of fifteen and nineteen.

The Springfield boys' club for street boys is another opportunity. This club is under the direction of one of the graduates of the College. It occupies an attractive new building erected at a cost of $60,000. The money for this building was secured in a short-term campaign in which many of the students took part. Some 300 physical examinations have been given during the year by students of the College.

The playground associations of Springfield and other cities employ a considerable number of students during the summer.

The curriculum offers courses to all students who wish to prepare for playground work. The playgrounds throughout the country furnish an admirable opportunity for students to get experience during vacations and also to earn money for their college expenses. The past summer some sixty-five students were thus employed.

The Student Young Men's Christian Association at the College, through its various committees, carries on a large variety of activities—spiritual, social, intellectual and physical. This is an unusual organization, in many respects like a city Association. It is one of the few student Associations which carry on an all-round work. The budget last year of this Association, including current expenses, the dining hall, athletic games and the student store, amounted to $40,000. The student Association is entirely administered by the students of the College. One of the advances of the past year was the securing of a general secretary to give his whole time to this organization. There are eighteen departments, each one of which is in charge of a committee. Among the features carried on by the student Association are an employment bureau and a monthly magazine. All of these activities furnish opportunity for training in executive work.

The dramatic club affords opportunities for training in dramatic expression which is carried on under the leadership of competent teachers.

The International Young Men's Christian Association College stands for the most thorough practical as well as theoretical training. The opportunities for participating in the various phases of work for young men and boys are abundant. In the city of Springfield a strong Association work has been developed on the metropolitan basis. The organization includes a central branch, two railroad branches and two student Associations.

The Central Branch is located in the heart of the city and has 2,965 members. The work is developed symmetrically. Special mention should be made here of the boys' department with 670 members, and the strong industrial department, which is reaching large numbers of men. The Sunday program is one of unusual interest. Large meetings are held in the auditorium which seats 4,000 and on alternate Sundays a concert of sacred music is given at which large audiences are present. These meetings bring to Springfield many leaders in Christian thought. The new build-

ing which was entered in May, 1916, was erected at a cost of $350,000.

The Springfield Railroad Branch has an attractive building erected at a cost of $25,000. Its work is among 1,000 railway men employed by the three lines which pass through the city. An excellent opportunity is here afforded the students to participate in a modern progressive railroad department. This railroad branch has the honor of being the oldest in New England and was the first to provide rest rooms for railroad men. Students fitting for the railroad secretaryship will be placed under the direction of Mr. O. A. Eberhardt for their normal work.

The West Side Railroad Branch has recently erected a new building at a cost of $50,000. This is attractively equipped with complete facilities for work among railroad men. As the building is located near the railroad shops an excellent opportunity is afforded to see a community work in successful operation.

The village Association at Mittineague, an industrial community where work is done for both sexes, furnishes another opportunity for participating in social service.

The Ludlow Institute, also in a large manufacturing town, in a similar way enables students to share in community service.

The Holyoke Association has one of the finest buildings and gymnasiums in western Massachusetts, and a well-developed Association work is carried on in all departments. This Association was one of the first to organize shop Bible classes among employed boys. Aggressive work is being conducted for the men in the mills and factories.

The Westfield Association, also within easy reach of the College grounds, has an attractive building in a community of 15,000 people, with a membership of some 300 young men. The regular Association features are well represented.

These various Young Men's Christian Associations are within easy reach by trolley of the College campus and give to the students a valuable opportunity to keep in active touch with work for young men and boys.

Religious Life

The students and faculty, through prayer meetings, chapel exercises and the study of the Bible, strive to maintain an earnest religious life in the institution. The week of prayer

for young men is observed in November. Speakers of special power in inspiring students are invited from time to time to visit the College. There is a spirit of mutual helpfulness and brotherliness among the young men which is a means of real religious training.

The personal relations between the faculty and the students are most intimate. Interviews are frequent regarding the great problems of religious experience, the transition through which a student passes in readjusting his religious views to the results of science and scholarship, and regarding the personal problems which confront a young man who wishes to make his life count in Christian service. There are many opportunities for Christian work in Springfield, and one member of the faculty, Mr. E. F. Zinn, the instructor in religious education, gives a large part of his time to supervising the religious work of the students and training them for teaching and leadership.

The Association Seminar

The Association Seminar aims to give an independent, up-to-date, scientific treatment of the problems of young manhood—spiritual, social, intellectual and physical. It publishes the original work which is being done by faculty and students. Problems of interest and importance in the Association are considered from the educational standpoint—such contributions regarding Association events, outlook, policy and problems as would naturally come from an educational center.

The subscription price is $1.00. The editor-in-chief is Dr. L. L. Doggett, assisted by Dr. F. N. Seerley and Professor G. B. Affleck. The business manager is Miss Isabel A. Richardson.

SECRETARIAL COURSE

Freshman

	Hours Per Week	Terms
*Biology	5	2
*Field Science (Laboratory Course)	3	3
Advanced English	5	3
Physiology and Hygiene	5	3
*Personal Ethics	3	1
*Teacher Training	2	1
Association History	5	1
Playground Administration	5	1
*Camp Craft	5	1

Sophomore

New Testament	5	3
English Literature	5	3
Psychology	5	3
Municipal Sociology	5	1
Social Ethics	5	1
Sociology	5	1

Junior

*World Politics	5	1
*World Sociology	5	1
Social Psychology	5	1
Comparative Religions	5	1
Church History	5	2
*Business Administration	5	3
*World Classics by Translation	5	2
Old Testament	5	1

Senior

†Association Administration	5	3
Religious Education	5	3
Economics	5	1
History of Philosophy	5	1
*Modern Religious Thought	5	1
Thesis	5	3

* New Courses
† Old Courses Extended

PHYSICAL COURSE

Freshman

	Hours Per Week	Terms
*Biology	5	3
*Field Science (Laboratory Course)	3	3
Advanced English	5	3
*Personal Ethics	3	1
*Teacher Training	2	1
Association History	5	1
*Mathematics and Physics	5	3
Playground Administration	5	1

Sophomore

Anatomy	5	2
*Chemistry	5	3
Psychology	5	3
History Physical Training	5	1
Personal Hygiene	5	1
Massage and First Aid	5	1
Municipal Sociology	5	1

Junior

Physiology	5	3
New Testament	5	3
Anthropometry and Physical Examination	5	1
Building and School Hygiene	5	1
Public Hygiene	5	1
Church History	5	2
Old Testament	5	1

Senior

Physiology of Exercise	5	1
†Diagnosis and Prescription	5	1
†Association Administration	5	1
Religious Education	5	3
English Literature	5	2
†Athletic Administration	5	1
Medical Gymnastics (elective)	5	1
Thesis	5	3

* New Courses
† Old Courses Extended

COUNTY WORK COURSE

Freshman

	Hours Per Week	Terms
*Biology	5	2
*Field Science (Laboratory Course)	3	3
Advanced English	5	3
Physiology and Hygiene	5	3
*Personal Ethics	3	1
*Teacher Training	2	1
Association History	5	1
Playground Administration	5	1
County Work Seminar		
*Camp Craft	5	1

Sophomore

New Testament	5	3
English Literature	5	3
Psychology	5	3
Rural Economics	5	1
Rural Institutional Life	5	1
Rural Sociology	5	1
County Work Seminar		

Junior

*World Politics	5	1
*World Sociology	5	1
Social Psychology	5	1
Comparative Religions	5	1
Church History	5	2
*Business Administration	5	3
*World Classics by Translation	5	2
Old Testament	5	1
County Work Seminar		

Senior

County Work History and Methods	5	3
Religious Education	5	3
Economics	5	1
History of Philosophy	5	1
*Modern Religious Thought	5	1
County Work Seminar		
Thesis	5	3

* New Courses

BOYS' WORK COURSE

Freshman

	Hours Per Week	Terms
*Biology	5	2
*Field Science (Laboratory Course)	3	3
Advanced English	5	3
Physiology and Hygiene	5	3
*Personal Ethics	3	1
*Teacher Training	2	1
Association History	5	1
Playground Administration	5	1
Boys' Work Seminar		
*Camp Craft	5	1

Sophomore

New Testament	5	3
English Literature	5	3
Psychology	5	3
Municipal Sociology	5	1
Social Ethics	5	1
Sociology	5	1
Boys' Work Seminar		

Junior

*World Politics	5	1
*World Sociology	5	1
Social Psychology	5	1
Comparative Religions	5	1
Church History	5	2
*Business Administration	5	3
*World Classics by Translation	5	2
Old Testament	5	1
Boys' Work Seminar		

Senior

†Methods of Work for Boys	5	3
Religious Education	5	3
Economics	5	1
History of Philosophy	5	1
*Modern Religious Thought	5	1
Boys' Work Seminar		
Thesis	5	3

* New Courses
† Old Courses Extended

The Curriculum

Since the beginning of September, 1916, the College has offered four years' work for students desiring to secure a degree and three years' for students who are candidates for a diploma. The preceding diagrams outline the various courses offered. The courses marked with a star are new, the courses marked with a dagger are lengthened.

The Springfield College offers a general course which fits all students for leadership in religious and social work. This course embraces studies which give intellectual development and underlie the work of the Association officer. Based upon the general course are four technical courses which give a knowledge and training for the particular department of work which the student expects to enter.

The Conference on professional training for the Association vocation, made up of delegates from the various agencies for training for the Association service, has recommended a uniform system of grades. The purpose of this rating is to enable students who have studied in connection with one the agencies for training to secure recognition for work done. By the plan recommended by this conference one recitation counts as one point, two laboratory periods count as one point and two periods in the gymnasium or on the athletic field count as one point. Ten points are regarded as one unit. The course of study following is divided into points and units in accordance with this plan.

General Course

FACULTY

PRESIDENT DOGGETT; *Association History, Religious Education*
PROFESSOR BOWNE; *Library Methods*
DOCTOR SEERLEY; *Psychology, Personal Work*
PROFESSOR BURR; *Christian History*
DOCTOR BALLANTINE; *The Bible*
PROFESSOR HYDE; *English, Music*
PROFESSOR CHENEY; *Municipal Sociology*
PROFESSOR ZINN; *Religious Education*
PROFESSOR AFFLECK; *Nature Study*
PROFESSOR YOUNG; *Biology*
REVEREND J. HERMAN RANDALL, New York City; *Modern Religious Thought*

The General Course, which forms the foundation of the curriculum, seeks to fit each student to become a leader in religious education, to be helpful to individuals in their Christian experiences, and to enable him to

teach the Bible in a way to build character and inspire Christian service. It aims to acquaint the student with the Young Men's Christian Association and its field. It also seeks to broaden the student's intellectual horizon, to promote mental discipline, to acquaint him with modern thought, and to familiarize him with the problems which a leader in Christian work will meet in practical life. This course covers Bible study, Christian history, psychology, municipal sociology, religious education, the history of the Young Men's Christian Association, biology, nature study and the study of English.

1. The Bible

(1) *The New Testament.* Dr. Ballantine, Sophomore year, five hours per week, 175 points, or 17½ units for the year. An essential in Christian leadership is a knowledge of the scriptures. This is fundamental in preparation for any position in the Association. An entire year is devoted to the study of the New Testament. The student is expected to read each book in accordance with the direction of the professor, to recite upon its facts and ideas in the classroom and to take notes of familiar discussions of its contents.

Much emphasis is laid upon the fact that this is not a study of books about the Bible, but a study of the Bible itself. There is a brief course of ten lectures upon manuscripts, versions and other topics usually called "Introduction," but for the most part such matters are explained incidentally when the need for information arises in inductive study. It is believed that to have the student read every book in the New Testament and fix in mind its main ideas will insure a more comprehensive intelligence than can be secured by intensive work upon small portions. Every effort is made to make the class feel that they have been in the very company of Jesus and of Paul.

It will be readily seen that this method does not aim to give courses that can be reproduced in the local Associations, but so to familiarize the student with the whole New Testament that he can readily use any courses that may seem suitable for the special field to which he may be called.

(2) *Old Testament.* Junior year, twelve weeks, five hours per week, 60 points or 6 units. This course does not attempt to master the whole of the literature of the Old Testament. Selected portions will be studied inductively in the classroom. The chief object of the course is to show the evolution of the religion of the Hebrews and the foundation which it laid for the introduction of Christianity. Emphasis is laid upon the spiritual message of the prophets and the Psalms. An attempt is made to point out the permanent contribution to religion made by the Hebrew people.

2. Religious Education

Dr. Doggett and Professor Zinn, Senior year, thirty-five weeks, five hours per week, 175 points or 17½ units. The aim of this course is to acquaint the student with the fundamental conceptions of religion and education in the light of modern thought and to apply these principles

to the deepening of the student's religious life and to the specific problems of his future work. This course assists the student to reconstruct his ideas of the spiritual life as well as to deepen and strengthen his faith.

(1) *Psychological Principles of Religion.* The fall term is devoted to a psychological analysis of the great facts of the religious life. The investigations of Coe, Starbuck, James, Leuba, King and others into the nature and origin of the phenomena of religion are reviewed and compared. Professor Ames' book on "The Psychology of Religious Experience" is used as a text. The text is supplemented by lectures by the instructor and others. The great experiences of the Christian life, such as conversion, prayer, worship, faith, inspiration, belief and service are carefully studied and their real nature and permanent value brought out. In addition to the class work and outside reading each student is required to present a study of some religious movement, such as Christian Science, New Thought or Spiritualism. These studies as far as possible are based on personal observation and enable the student to understand the strength and weakness of these movements.

(2) *Psychological Principles of Education.* Winter term. This term is devoted to a study of modern educational theory with some work on the history of education.

Professor H. H. Horne's text-book on "The Psychological Principles of Education" is the basis of the course. Outside reading is assigned from Rousseau's "Emile"; "Froebel's Educational Laws," by Prof. James L. Hughes; Spencer's "Education"; Coe's "Education in Religion and Morals"; Thorndike's "Education."

The work of this term also involves the preparation of a thesis dealing with some educational problem. The study of this problem is guided in a seminar, meeting one additional hour per week.

(3) *Methods of Religious Education.* Spring term. The work of this term is the application of the theory given in the first two terms.

(a) The programs of religious work now being given in the most successful Young Men's Christian Associations are analyzed and each student has an opportunity to propose an ideal program, both of instruction and activity.

(b) A careful study is made of courses prepared for Sunday schools, Young Men's Christian Associations and colleges, and the students become familiar with the best courses now available.

(c) There will be specific instruction in how to teach a Bible class and a course of lessons suitable for a teachers' training class will be studied. Actual practice in teaching under supervision will be provided.

3. Modern Religious Thought

Dr. Randall, Senior year, fall term, two hours per week, 26 points or 2½ units. This course is designed to give to those who are preparing to present the gospel to young men of the twentieth century a survey of the great ideas of the age in their bearing upon religious thought. Such topics as the following are considered: "The New Conception of the Universe,"

"The Evolution of Man," "The New Psychology," "The New Social Consciousness," "The Divine Immanence," "The Historical Method as Applied to the Bible and Christianity," "Miracles," "Prayer," "Immortality," "The Enlarging Conception of God."

4. Personal Ethics

Professor Campbell, Freshman year, fall term, three hours per week, 39 hours or 4 units. The object of this course is to start the student on a thoroughgoing investigation of his own philosophy of life and help him to ground his own ideals of personal conduct. The ideals of Springfield College call for nothing short of the best in personal character and professional efficiency if her men would measure up to the challenge of the world-wide field in ministering to the needs of men and boys. Often a young man's religion is traditional and second-hand rather than the result of personal thinking and vital experience. In the midst of the present-day conflict of standards and creeds it is very essential to have the fortifying conviction that vital religion is a life to be lived rather than a creed to be believed and that we may confidently face the mental conflict of standards due to advancing scientific knowledge if we hold fast in unswerving loyalty to the personal standards of individual character as exemplified in Jesus.

The method of instruction includes the use of text-books, classroom discussion, selected lectures and considerable collateral reading.

Text-books: "Student Standards of Action," Elliott-Cutler; "Manhood of the Master," Fosdick; "Meaning of Prayer," Fosdick.

Required Reading: "Fight for Character," King; "Not in the Curriculum"; "What Men Live By," Cabot; "Moral and Religious Challenge of our Times," King.

5. History of Christianity

Professor Burr, Junior year, winter and spring terms, five hours per week, 110 points or 11 units.

(1) *History of Christianity to the Time of the Reformation.* Winter term. The emphasis is placed on the development of Christian civilization, and on the constant elements of religious thought and experience. Text-book: Fisher's "History of Christianity."

(2) *History of Christianity to the Present Time.* Spring term. A comparative study of modern denominations is made by the class, and leading ministers are invited to outline the principles, ideals and achievements of their own denominations. In practice this has contributed greatly to the development of an interdenominational spirit. Text-book: Fisher's "History of Christianity."

The work is carried on by lectures, carefully prepared courses of reading and text-books for special periods and topics. Emphasis is laid on the courses of reading and topical study, so that the student becomes familiar with the masterpieces of historical literature. Recent additions to the department of history in the College library facilitate the work of this department.

6. Association History and Literature

Dr. Doggett, Freshman year, eleven weeks, five hours per week, 55 points or 5½ units. The aim of this course is to acquaint all students with the history and development of Christian work among young men. A study is made of the early efforts in the Protestant Church, both in England and the United States, on the part of Christian young men to associate themselves together for religious work. Careful attention is given to the forces in the church and the conditions of social life which made such a movement necessary. The Association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, special attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to the present time, more attention is given to the spread of the movement throughout the world. Modern Association history, to which a large part of the course is devoted, is presented in lecture form and by topics. Leaders of the present-day movement are frequently invited to speak on different phases. This course studies the development of the Association, its organization and policy, its literature and the fixed principles which govern its operation and its relation to the church.

Students are expected to read and review the more important works which the leaders of the Young Men's Christian Association have produced.

Text-books: "A History of the Young Men's Christian Association," Vol. I, L. L. Doggett, and "The Life of Robert R. McBurney," same author; "History of the Young Men's Christian Association," Richard C. Morse.

7. Normal Work in Religious Education

Professor Zinn, director. The College offers what might be called a laboratory for religious work. In all branches of science the laboratory is the place for trying out theories and demonstrating facts. This might be sufficient reason for undertaking supervised normal practice, but it is not the only reason. Every Christian man must reproduce himself in others if he is to grow. To learn means to do, and opportunity must be afforded for those religious activities which will produce the best results in student character.

The school of law has observation of court proceedings. The medical school has its hospital and dispensary. The school of theology has its college settlements, missions and appointments to preach. The teachers' college has its practice school. All these are well-established methods for professional training along definite lines. The College at Springfield has developed what might be called a laboratory or institute for social and religious service, both on the grounds of the institution and in the city of Springfield. Through the student Association, through the work carried on by the students in the city and through the religious, social

and physical work followed by the faculty, an extended system of effort which is being more carefully graded each year is conducted.

Every student is urged to make a place for himself in the life of a man or boy, or, what is still better, in a group. Many local organizations afford such an opportunity—the Sunday schools, young people's societies, Springfield Boys' Club, Young Men's Christian Associations, missions, men's clubs, etc. The ever increasing number of immigrant young men affords a chance to teach English and thus render a helpful service. The members of the faculty bear an advisory relation to this work and assist the student in every way possible.

A record is kept and credits are given which apply toward graduation as in all regular classroom work. One period as a teacher in a class in religious education which requires preparation counts as one point, two periods in normal work which do not require preparation count as one point. Students must secure a minimum of sixty points in religious work during the three years of their study.

In order that the new students may begin to work effectively, a short course is given during the fall and winter terms of the Freshman year on "How to Teach a Sunday School Class." This course will be given to groups of ten or twelve men by specially trained student instructors selected from the upper-classmen, working under the supervision of the director. These instructors will supervise the work done by the students in the Sunday schools and assist in every way possible in securing efficient work.

This normal work will be recorded and graded on the same basis as any other classroom work. All students are required to secure a minimum of forty points in religious instruction during the first two years' attendance at College. This includes such work as teaching Sunday school classes, leading Christian Endeavor meetings, giving religious addresses and similar work.

8. Biology

Professor Young, Freshman year, two terms, five hours per week, 120 hours or 12 units. The aim of this course is to give an understanding of the fundamental biological principles as they apply to man.

First Term: General structure of plants and animals; elementary vital phenomena; comparative physiology; morphology and animal classification.

Laboratory: Study of specimens illustrating the various groups.

Second Term: Organic evolution; discussion of the more important theories of evolution, mutation and heredity; the principles on which modern hygiene and sanitation are based.

Laboratory: Maturation and fertilization and embryology as the physical basis of heredity; examples of heredity.

9. Psychology

Dr. Seerley, Sophomore year, three terms, five hours per week, 175 points of 17½ units. This course occupies a full year and is taken by all Sophomores. The human mind is complex and the aim is to study it from

many viewpoints, keeping constantly in mind the work for which the student is preparing.

(1) *Physiological Psychology.* The course opens with a study of the nervous system. The brains of animals are dissected so the student may become acquainted with every part, and also demonstrate their relations. Sections of the entire human brain are available, which have proven very helpful in studying the gross structure. The miscroscopes and micro-projection apparatus enable the student to study the minute structure of every part as revealed in the many variously prepared and stained microscopic slides of the central nervous system. This is followed by a study of the special senses, their rise and development, their structure, their function and their localized culture in the central nervous system. A large number of laboratory experiments fixes the range of each special sense, as well as calls attention to the many illusions which are liable to occur. The modern theory of localization of brain centers receives careful attention, with the latest applications. However, this phase of psychology is approached from an evolutionary point of view, in order to make it valuable to those who are working with boys, and who may be called on to give addresses on boy life and development.

(2) *Genetic Psychology.* This is a course in the psychology of development and is an attempt to trace the evolution of mind from its simplest beginnings to its most complex and specialized adaptations. These studies center around many of the practical problems of growing youth. With a view to making the work practical and to enable the student to make use of the material in his work, he is required to write a number of addresses upon these problems and thus accumulate definite material for further use. These addresses are made to fit definite groups, depending upon the type of work for which the student is preparing: if boys' work, he makes the form of the address correspond; if physical work, he approaches the subject from that viewpoint.

The human instincts receive careful attention. A few are named to show the value of the work, but not to indicate the scope of it. Each is studied as to the genesis in the animal world, relation to the struggle for existence, modifications as the scale of life is ascended, value in the development of manhood if properly used, and danger if improperly developed or left undeveloped; fear, the fighting instinct, anger, play, hunting, the gang instinct, sex instinct, hero worship, imitation, the parental instinct, and others. During the discussion of the play instinct and play in general, the modern playground movement is given its place in child development, as well as the various phases of physical training in the public schools.

Under the head of the sex instinct, the subject of "personal purity" from the psychological standpoint is carefully considered, and each student learns to present this subject to an audience of men or boys, as well as how to deal with the individual who has become addicted to unfortunate habits.

Heredity and degeneracy are also given an important place in this study. Attention is given to the introduction of disease, the use of alcoholic

stimulants, the lack of proper food, etc., with their effects upon the child. An attempt is made to trace the dominating characteristics of the boy during the different periods of his development, so that treatment of him may be intelligent and helpful at all times.

(3) *General Psychology.* While chief attention is given to the psychology of adolescence and mental development, a study is also made of general psychology. The college library is particularly well equipped with the literature treating of this subject. The aim is to make each student intelligent regarding the most recent conclusions and relationships between intellect and will and their various subdivisions. Attention is given to a discussion of some of the more complex mental processes. These include memory, imagination, judgment, thought and reasoning.

(4) *Psychic Phenomena—the laws of psychotherapy.* During the last few years much public interest has developed along the lines of mental therapeutics and various systems have claimed attention. It is believed that the laws underlying such results should be thoroughly known by leaders in Christian work, because of the need of such treatment in so many cases, and for that reason such a course is offered. It will include a study of suggestion, sleep, hypnosis, double or alternating personality, dreams, hallucinations, illusions, etc. An endeavor is also made to differentiate between the various systems of healings.

(5) *Psychology of the Religious Nature.* As the individual evolves from the lower to the higher, as the race has developed from savagery to civilization, so our course will find its completion in a study of the highest aspect of human nature. This religious being is the complex of all that makes the man. His hunger for God is built upon the primitive hunger for food. The normal expression of his life in Christian service is likewise the outgrowth of the desire to reproduce. Thus will be summed up all the factors making up the man and the necessary treatment during each epoch in his development to make him complete in every way.

10. English

Freshman year, five hours per week, 175 points or 17½ units.

(1) *Composition and Rhetoric.* Professor Hyde.

First Term: Principles of composition—debates on questions of the day and talks on various topics connected with work for boys and young men.

Second Term: Debates and talks continued. Promoting literature and practice in making advertisements. Principles connected therewith. "Inductive Logic," by Dr. Ballantine, dealing with the scientific method.

Third Term: Pitkin's "Short Story," with practice in short story structure. Exercises in public speaking, suitable to various occasions.

(2) *Literary and Debating Societies.* Two periods will count as one point. The Lee, McKinley, International, Philomathean and Weidensall Societies furnish ample opportunity for all students who desire to secure training in debate and parliamentary practice. Members of the faculty act as critics and advisers. Intersociety debates are held each year, and from

time to time intercollegiate debates with representatives of neighboring colleges.

(3) *Public Reading and Expression.* Professor Burr. Two periods will count as one point. Elective courses in public reading and expression are conducted three times weekly through the year. The object of this course is to fit students to use the voice in expression and also to read effectively before an audience.

(4) *Comparative Literature.* Mrs. Doggett. Two periods will count as one point. Advanced studies in literary appreciation—the short story, Robert Browning and the classics.

(5) *Dramatic Club.* Mrs. Doggett and Professor Hyde. Two periods will count as one point. The object of this club is to study the drama, read and present plays and secure experience in putting on such amateur dramatics as are suitable for boys' departments and Associations.

11. Music

Professor Hyde. Two periods will count as one point.

The Springfield musical clubs, organized as a part of the Student Association, handle such musical organizations as the College may be able from time to time to form. The permanent feature is the glee club. This consists of about sixteen men. Programs are gotten up—religious, classic and humorous, which are given in churches and before various societies in New England. The club is open to those with a good musical sense, ability to read and a voice.

Vocal quartets, quartet brass instruments and mandolin and guitar clubs are formed when talent for these activities is present.

Small classes in sight reading, in the leading of choruses and in vocal practice, are formed as they are requested by the student body.

12. Field Science

Professor Affleck, Freshman year, three hours per week, 105 points or 10½ units.

Purpose: To familiarize students with their physical environment that their personal lives may be enlarged by a knowledge and appreciation of the beauty and usefulness of their surroundings and that as a result of such knowledge they may the better interest, instruct, guide, protect and inspire boys and young men.

Method: (a) Lectures, with demonstrations and reference readings upon the various phases of natural science.

(b) Laboratory and notebook exercises calculated to test and develop ability of students in applying lecture material and in discovering new facts and principles for themselves.

CONTENT

1. *Botany.* (a) Trees—study of habitat, size, form, bark, wood, leaves, blossom, fruit, etc., together with identification and uses of common trees and shrubs indigenous to New England; fundamentals of forest planting, growth, use and protection; collections.

TEN OF THE SIXTY-ONE SPRINGFIELD ALUMNI SERVING [illegible]
AS SECRETARIES OR ENLISTED MEN

Standing, left to right, Capt. (Hon.) James S. Summers,'11, Capt. (Hon.) Gordon R. Virgo, '13, Capt. (Hon.) Herbert C. Patterson,'15, Capt. (Hon.) Albert A. Campbell,'16, Capt. (Hon.) Frank B. Wilson,'16, Capt. (Hon.) Oscar L. Pearson,'18; Sitting, left to right, Capt. (Hon.) Edgar N. Smith, '17, Lieut. C. H. Cochrane, '15, Capt. (Hon.) Ernest M. Best, '11, Capt. (Hon.) Mark Glanvill, '16.

THE
JOHN CRERAR
LIBRARY

(b) Ferns and flowering plants—detailed examination of parts, their rms and functions; transplanting and raising, identification and use and nger, especially poisonous plants; herbarium.

2. *Astronomy.* General consideration of stars, with special attention sun; planets and their moons with details regarding earth, constella- ons—identification and use, star maps, the compass; elementary naviga- on and surveying; seasons.

3. *Meteorology.* Study of weather, climate; pressures; winds; tempera- ire; humidity; clouds, rain, dew and frost; relation to man—his health id activities; observations, records, forecasting.

4. *Zoölogy.* Gross study of the various forms of animal life com- ionly found, with special attention to brook and pond life, insects, reptiles, irds, mammals; collection of skins, skeletons, homes, nests, workman- hip, aquaria and vivaria.

5. *Geology.* Brief sketch of historical and stratographical—special at- ention to local features as representative of earth's changes and forma- ions; relation of form and structure to flora and fauna, including man; ollections.

6. *Materials and Methods.* The objectives; organization and conduct f hikes; canal trips; classroom sessions; camps, observation, rate taking, quipment, collections, use, form, care, literature and bibliography.

13. Use of the Libraries

Professor Bowne. Freshman year, one hour weekly during the fall erm, 10 points or 1 unit. The object is to give a working knowledge of the libraries and greater skill in the use of books—covering general and special collections, classification, catalogs, indexes, scope, use and comparison of the great bibliographies, encyclopedias, dictionaries, atlases, year books, directories and gazetteers. Practical exercises are given applying the principles and methods advocated.

14. Graduate Work

Graduates of the College, or those having done equivalent work elsewhere, will be allowed to pursue advanced work under one of the instructors. The course must be laid out at the beginning of the year by the president and approved by the faculty. It will involve a major theme with two minor allied courses. The aim shall be to do work of an original character. This work shall be embodied in a thesis, two copies of which, bound in cloth, must be presented to the College. By vote of the faculty, graduates of the College who have a bachelor's degree, either in humanics or in physical education, who complete a one year's graduate course, and present a thesis which receives a grade not lower than worthy of praise, will be recommended to the trustees as candidates for a master's degree.

Technical Courses

Based upon the general course, the student takes one of the following courses according as he is preparing to be city or county secretary, a physical director or a boys' work director. Students fitting for secretarial work among boys are classed as secretarial students, those fitting for physical work among boys are enrolled in the physical course. These courses have been worked out with great care and after long experience, and have been adapted from year to year to meet the growing demands of the Young Men's Christian Association and of physical education.

The Secretarial Course

Faculty

President Doggett; *Executive Psychology*
Professor Cheney, Director; *Association Administration, Sociology and Ethics*
Doctor Seerley; *Physiology*
Professor Burr; *Sociology, Philosophy and Ethics*
————————; *Business Administration*
Professor Zinn; *Religious Education*
Mrs. Doggett; *English Literature*
Miss Richardson; *Association Bookkeeping*

15. Association Administration

Professor Cheney, Senior year, three terms, five hours per week, 175 points or 17½ units.

This course is a training in administration. More and more all employed officers of the Young Men's Christian Associations are executives, and in whatever department an Association officer serves he needs to know the principles and the art of administration. He must understand how to do things, and also how to get things done through others. He must know how to deal with men and how to organize a complex variety of activities. The course in methods aims to acquaint the student with the principles of administration and with the executive problems of the various departments.

Students wishing to prepare for the secretaryship of railroad Associations will follow this course, and will be assigned work bearing particularly upon the department to which they are to devote their lives.

Students wishing to fit for the religious work directorship will follow the regular secretarial course, and be assigned special work bearing upon this department, particularly in the preparation of a thesis. The same plan

will be followed for men wishing to prepare for any of the various lines of secretarial work.

Students wishing to fit for secretarial work among boys follow the regular secretarial course with some additions from the physical course. All students are trained to deal with boys. The features bearing particularly upon work among boys are more fully outlined on pages 114 to 116.

The work of instruction is supplemented by the Junior and Senior trips, conferences of employed officers, the institutes given each term and by normal practice. A large number of lecturers on special topics visit the College each year.

(1) *Principles of Organization.* Basis. Aim. When and how to organize. Essential features in the constitution. Branches and sub-organizations. The metropolitan plan. Trustees, directors and officers—qualifications and duties. The organization of committee service.

(2) *The General Secretary.* History of position. Requisite qualifications—physical, intellectual, executive and spiritual. His social life, home life, business life. Relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to fellow secretaries. Accepting a call. Growth—spiritually, intellectually and socially.

(3) *The Extension Agencies.*

(a) *The International Committee.* History. Organization. Foreign and home work. Development of groups of Associations. Internal development.

(b) *State and Provincial Committees.* Organization. Development. Importance. Nature of work. Finances. State conventions.

(c) *The World's Committee.* Organization and work.

(d) *The Training Agencies.* Securing and training employed officers. Demand and supply. Methods of training.

(4) *The Association Home.* The building movement, its beginning and growth, advantages of owning a building, how to get a building, favorable conditions for launching an effort, the campaign, committee organization, the art of solicitation, records, the location, advantages and disadvantages of an architect's competition, the instructions to the architect, the plans and specifications, arrangement of features, the construction with special study of the problems of lighting, heating and ventilating, the equipment and furnishings, care of the building, repairs and safety, order and cleanliness.

The students have normal practice in solicitation. A careful and detailed study is made of a score of sets of blue prints of recently constructed Association buildings, and original sketches of floor plans are presented by each student.

(5) *The Business Management.* Forms of income. Solicitation. Annual budget—budgets of various Associations are studied and samples made up. Proper accounting. Receipts. Economies. Office system. Filing systems. Real estate and endowment funds. Incorporation. Debt.

Taxes. Insurance. Leases. Recording statistics. The bulletin. Annual reports. Principles of successful advertising. Printing—various cuts, proof reading, printer's terminology. A study is made of the principles underlying attractive printing—measure, balance, proportion, shape, harmony, arrangement of lines and masses, colors.

(6) *Theory and Practice of Accounts.*

(a) The foundation, fundamental definitions and distinctions in double entry, including basic books, journal and ledger.

(b) The record of transactions, nominal and profit and loss elements distinguished, including work in discount and bills.

(c) Closing the books. Preparation of trial balance, balance sheet and closing entries at end of period.

(d) The cash book, including general treatment of cash, petty cash and reconciliation of bank accounts.

(e) Original records. This includes work in columnar books of account, including voucher records.

(f) The ledger and controlling accounts. This is a development of the constructive part of the subject and is the basis for the control of accounts payable and accounts receivable.

(g) Institutional accounting. Classifications of accounts. Principles of management, including modifications necessary for institutional work. Specific accounting systems suitable for Associations of various sizes.

Text-book: "Pace & Pace."

(7) *The Membership.* Committee organizations. Personnel of committee. Duties. The membership secretary. Classes. How to secure and retain members. The assimilation of members. Methods of advertising. The members' meetings. Fees. Transfers. Partial payments. Records.

(8) *The Social Department.* The principle of social affiliation. Vital importance of the social element. Development and use of the group spirit. Cultivation of social life fundamental to every department of the Association. The social secretary. The reception committee. What the reception committeemen should be and should do. Social agencies. The social rooms. Social entertainments.

(9) *Economic Features.* A study of the Association activities which minister to the economic needs of young men: (a) Employment bureau—origin, methods of work, service to the community, attitude of business men, advantages, records. (b) Lunch rooms and restaurants—develop ment of the idea, problems and advantages, their place in the Association. (c) Dormitories—value to young men, the problem of combining the positions of host and landlord, business management. (d) Boarding house registers, object, development and extent. (e) Systems of saving, opportunities in Association to encourage frugality, saving bureaus, benefit funds, mutual societies for thrift.

(10) *The Educational Department.* The reading room—furniture, supervision, papers and periodicals. The library—its importance and place in the Association, how to develop. Apartments and furniture, manage-

ment, selecting and buying books, classification, cataloging, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational committee—the educational director—qualifications, work and relationships. Educational classes—the need, branches taught, adaptation to field, frequency of sessions, instructors, classrooms, examinations, finances. Educational clubs—literary, musical, scientific, art, civic and professional; the value, various forms of organization and work, how supervised. Educational lectures—the relationships, range, resources and conduct.

(11) *The Boys' Department.* Boys are grouped into three classes—student boys, employed boys and street boys. This course takes up a study of how the Association may more effectively reach and uplift these various classes of boys. History of the work. Necessity, aim and benefit. Equipment of department. Supervision. The boys' cabinet. Grouping and grading. Methods and agencies—religious, educational, physical and social.

(12) *The Work Among Special Classes.* College students—organization, methods, outgrowths. Railroad men—aim and benefits. Other industrial classes. Soldiers, sailors, negroes, Indians, etc.

(13) *Salesmanship.* This subject has been introduced in recognition of the fact that every Association secretary is in one sense a salesman. He must understand the problem of raising funds and of bringing men to service, and hence should know the basic principles upon which the science of salesmanship is founded. The following subjects are presented and discussed: Elements of a sale. Personality—how to eliminate negative and strengthen positive traits. Knowledge of self and of human nature. Use of suggestion and autosuggestion in producing belief and action. Apprentices of mental, vital and motive force, knowledge of human types and temperaments, character analysis, personal magnetism. Classroom work is supplemented by additional lectures by business men.

(14) *Personal Efficiency.* A study is made of the various principles underlying personal efficiency. The use of reliable, adequate and permanent records. Planning. Adoption of schedules. Dispatching. Standardizing conditions and operations. Standard practice instructions. Competent counsel. Practical application is made of these principles to the life and work of the student and to the work of the Association.

Text and reference books for course in methods: "The Executive and His Control of Men," Gowin; "The Executive," Shurtleff; "The Short Term Campaign," Ward; "The Association Building," Jallade; "The Social Element," See; "Association Advertising," Stone; "Educational Work," Hodge. Also various publications of *Association Press* and reports and papers of conferences and conventions.

16. Executive Psychology

Dr. Doggett, Senior year, winter term, one hour per week, 11 points or 1 unit.

This course aims to acquaint the student with the problems of an

executive. It recognizes that the common task of all executives is the handling of men.

Executive questions are discussed in conferences and familiar lectures. These are based on a study of Professor Gowin's text-book, "The Executive and His Control of Men."

17. Physiology; Hygiene; First Aid

Dr. Seerley, Freshman year, five hours per week, 175 points or 17½ units.

Modern Christian work has become so "Good Samaritan" in its type that a much more intimate knowledge of physical life has become necessary. Intelligent personal hygiene can neither be practiced nor taught without such a knowledge of structure and function as to make it rational. To render "first aid" becomes a natural accomplishment under like conditions.

This course aims to guide the student in his study in order that unnecessary details in human anatomy may be avoided, and an adequate emphasis placed upon those parts where the problems of young men and boys are likely to focus; to correlate the physiological phenomena in a like practical way, avoiding the technical matter needed by some professions, but emphasizing that relating to manhood. An attempt is made to relate the subject as a whole, as well as in its parts, to biology, that the complex function may be seen in the light of the primitive and simple, and also to create interest in the process of development which is the law of all life. It is not planned to trespass upon the technical knowledge of the physician, but we do assume that many things formerly known only to physicians ought to be known by everyone, especially those laws and habits which are related to health.

Nutrition and reproduction are the great themes. Included under nutrition are the great functions of digestion, circulation, respiration and elimination, the treatment we should give the various organs, and the conditions which prevail as a result of ignorance and misuse. A study of the structure and function of the blood provides opportunity to discuss its germ-destroying power, and the modern antitoxin treatment of many diseases. The nervous system, the great coördinator of all activities, in its relation to the circulation, breathing, digestion, muscular contraction, secretion, etc., is given as much time as possible. Those portions especially relating to psychology are not discussed in this course.

The function of reproduction receives special attention. This is because of the prevailing ignorance which exists among young men, because of the bare reference to it in the ordinary class in physiology, and because this ignorance leads to serious habits and temptations which endanger both the individual and society. The plan is to give the student a working knowledge of the subject, fitting him to teach both in public address and private conversation.

To help the student to fix this material in his mind, the balopticon is used to throw colored pictures upon the screen, the micro-projection

to show microscopic slides, and the microscope where that will best serve the purpose. The various organs of animals secured from the packing house are also made use of, as well as a few animal dissections to show the relationship of organs.

"First aid" is taught by a series of lectures, quizzes and demonstrations at the close of the course. It has been separated in order to enable the student to prepare himself for teaching, as well as to facilitate the laboratory method of giving the course. At the close of this course a special examination may be taken, the passing of which will entitle the student to a certificate, testifying to the holder's ability to render "first aid" when the need arises.

18. English Literature

Mrs. Doggett, Sophomore year, three terms, five hours per week, 175 points or 17½ units. The work in English and American literature is a study of the great art forms of literature and their relation to the epochs of national life. This will include a study of Chaucer, Shakespeare, Milton, Wordsworth and Tennyson—the characteristics of the age in which they lived and their relation to that age. Among the American writers studied are Cotton Mather, Jonathan Edwards, Daniel Webster, Irving, Emerson and Hawthorne. This course aims to familiarize the students with the masterpieces of English, and is of great practical value in fitting a secretary for directing the reading of young men and boys.

The aim of this course is not so much to study the history of literature or annotations and criticisms about the works of great authors as to bring the student into direct touch with the masterpieces themselves, cultivate his taste and give him a discriminating appreciation of the best writers. Many of the great authors are read in the classroom and discussed by the students.

The Social Sciences

Professors Burr and Cheney.

The Young Men's Christian Association is one of the greatest of the modern agencies of social service. Of necessity its leaders must be social scientists as well as adepts in the art of serving their kind. The following courses are planned to give the student the scientific background which he will need for his practical work in social reform and education.

In arranging the several courses the "Biologic Analogy" has been used for the sake of convenience and clearness, but with no idea of pressing to the breaking point the analogy of the biologic organism to the social organization.

Outline of Courses

1 Social Anatomy and Physiology (Sociology) A Analysis of Social Organization B Formulation of Laws of Social Progress *Cheney*	1. Social Biology and Embryology A Primitive Society B Beginners of Arts and Industries C Social Evolution Elective *Burr*
2. Social Psychology A The Group Mind B Psychic Factors in Socialization C Agents of Social Control *Burr*	2. Social Physiology (Economics) A Wealth Production B " Consumption C " Distribution D " Finance *Burr*
3. Social Ethics A Development of Social Standards B The Social Conscience C Social Justice *Cheney*	3 Social Hygiene (Problems of 20th century city) A The City and Civilization B City Problems 1 Administration 2 Health 3 Morals 4 Education *Cheney*

19. Philosophy and Ethics

(1) *History of Philosophy.* Professor Burr, Senior year, spring term, five hours per week, 55 points or 5½ units.

Special emphasis is placed on the teachings of the Greek philosophers who furnished the intellectual environment in which Christian philosophy and theology developed, and on the later thinkers who directly influenced Christian thought and life.

Text-book: "Student's History of Philosophy," Rogers.

(2) *Social Ethics.* Professor Cheney, Sophomore year, winter term, five hours per week, 55 points or 5½ units.

A study of the modern social revolution and the problems of the resultant social crisis. The essential purpose of Christianity as evidenced in the religion of the Hebrew prophets and the social aims and ethics of Jesus. Why Christianity has never undertaken the work of social reconstruction. The stake of the church in the social movement. The contributions which Christianity can make and the main directions in which the religious spirit should exert its forces.

Text-books: "Christianity and the Social Crisis," and "Christianizing the Social Order," Rauschenbusch.

20. The Problems of a Twentieth Century City

Professor Cheney, Sophomore year, fall term, five hours per week, 65 points or 6½ units. This course is also taken by the Sophomore physical men. Cities are the strategic points of our modern civilization. In the cities are massed, not merely the most powerful economic and political

forces, but also the most powerful ethical and educational forces. So far as we can see, an ever increasing proportion of our population will live in cities. Hence the problems of the city are, like the poor, likely to be always with us and we must face them as best we may.

The Young Men's Christian Association is itself a product of city life. It is an organized attempt on the part of the church to meet one of the most pressing needs of city life—a social center for young men, where all wholesome and educative influences should be massed attractively and effectively.

It is becoming evident that the secretaries and directors of the Association must be sociological experts and that they must be leaders in social service. In studying the lives of young men they will become so perforce. As a matter of fact, they constitute a natural bureau of information as to all the forces and conditions of city life which affect young men. In some of our largest and most effective Associations, the secretaries are becoming recognized as authorities on municipal sociology, both to the benefit of the city and their own work.

In order to meet this growing demand of our work, a term of study is devoted to municipal sociology.

Syllabus of Course in Municipal Sociology:

(1) *Introduction.* The city in its relation to civilization.

(2) *History.* Ancient and medieval cities. Their relation to political, social and economic progress.

(3) *Growth of Modern Cities.* Causes and consequences of rapid urbanization. Statistics, composition and distribution, race and occupations.

(4) *Special Problems.*

Administration.

(a) City charters. (b) Relation of city and state. (c) The mayor—qualifications, term of office, powers. (d) The composition and duties of the council. (e) The commission, federal and city manager form of government. (f) Initiative, referendum, recall, the preferential ballot. (g) The organization and control of departments. (h) Finances—methods of taxation, appropriations, uniform systems of accounting. (i) The granting of franchises—duration, resumption. (j) Control of quasi-public corporations, such as the telegraph, telephone, express, gas and electric light, and street railway companies.

Health.

(a) The housing problem—tenements, overcrowding, plumbing, inspection, model tenements. (b) Streets—cleaning, disposition of city waste, beautifying, regulation of use. (c) Parks, playgrounds, public baths, recreation piers, etc. (d) The control and prevention of disease. The board of health, sanitary police, etc.

Morals.

(a) The prevention and punishment of crime. City magistrates' courts. Juvenile courts. The organization and control of the police. (b) The liquor traffic and the saloon. License or prohibition? Suppression or substitution? (c) Prostitution—causes, consequences, methods of suppression or control. (d) Amusements—theaters, motion pictures, dance halls, circuses, games. Extent of municipal responsibility. (e) Indecent pictures and literature, gambling, etc.

Philanthropy.

(a) Care of dependents—orphans, paupers, etc. (b) Care of defectives—idiots, insane, etc. (c) Care of delinquents—young criminals. Juvenile courts. Reform schools.

Education.

(a) Aim of public education. (b) Courses of study—nature and extent. (c) Control. Laws. School board and officers. (d) Teachers—qualifications, character, sex, religious relation, salaries, pensions, etc. (e) School extension—wider utilization of school buildings, vacation schools, municipal lectures, concerts, etc.

(5) *Unofficial Agencies for Municipal Betterment.*

(a) The Church, especially the institutional church. (b) The Young Men's and Young Women's Christian Associations. (c) University and social settlements. (d) Municipal and civic leagues. (e) Playgrounds, etc.

Special lectures 1916 presented: The city council, commission form of government, the board of health, the police, the juvenile court, city planning, motion pictures, social centers, friendly visiting, union relief, children's aid society, the problem of the unemployed.

Visits are required at a certain number of the following organizations: Fire department, Hampden county jail, Hampden county almshouse, the Merg reduction plant, police court, the common council, Northampton state asylum, Westfield state sanitarium, the Wayfarers' lodge, Brightside.

21. Economics

Professor Burr, Senior year, fall term, five hours per week, 65 points or 6½ units.

The following subjects will be emphasized by lectures and class discussions:

The social elements in economic life.

Individualism, socialism and mutualism.

The labor movement. (a) Organization, (b) wages, (c) conditions, (d) strikes and boycotts, (e) the labor vote.

Modern capitalism. Commercial, industrial and political power of corporations.

Industrial arbitration and conciliation. The movement towards industrial peace.

Money and banking.

Business custom and law.

Social justice and the new social spirit.

Text-book: "Principles of Economics," Seager.

22. Sociology

Professor Cheney, Sophomore year, spring term, five hours per week, 55 points or 5½ units. Sociology is the science of social progress.

Subject-matter of sociology.

Origin and classification of the social forces.

Nature of the social forces. (a) Ontogenetic, (b) phylogenetic, (c) sociogenetic.

Action of the social forces in the spontaneous development of society.

Origin and nature of the telic agent.

Action of the telic agent in social achievement.

Text-books: "Sociology," Dealey and Ward; "Principles of Sociology," Giddings.

23. Social Psychology

Professor Burr, Junior year, winter term, five hours per week, 55 points or 5½ units.

Social psychology, the youngest of the social sciences, and one of the most interesting, discusses problems which are of special importance to prospective leaders. These are some of the themes:

(1) The formation of psychic groups. Laws and types.
(2) The action of the "mob mind."
(3) The psychology of leadership.
(4) The development, choice and use of leaders.
(5) The influence of fashion, convention, custom and public opinion.
(6) Agents of social control.

Text-book: "Social Psychology," Ross.

24. Comparative Religions

Professor Burr, Junior year, fall term, five hours per week, 65 points or 6½ units.

This course takes up a study of the great religions of the world. It furnishes an historic background for the study of the history of Christianity and is an excellent preparation for the study of modern missions. It is of great value for Association officers preparing for work in non-Christian lands. It shows the ethical elements in the non-Christian religions, and at the same time brings out the spiritual superiority of the religion of Christ. The course is given in lectures and requires a considerable use of the library. Menzie's "History of Religions" is used as a guidebook.

25. World Politics

Junior year. Fall term, five hours per week, 65 points or 6½ units.

1. *Summary of European History since 1815.*

(1) The development of France.
(2) The development of England.
(3) The development of Germany.
(4) The development of Italy.
(5) The development of Austro-Hungary.
(6) The development of Russia.

2. *Problems of the Near East.*

(1) The Balkans.
(2) The Ottoman Empire.

3. *Problems of the Far East.*

(1) Japan.
(2) China.
(3) India.

4. *The United States and World Politics.*

(1) In relation to Europe.
(2) In relation to the Orient.
(3) In relation to South America and Mexico.
(4) In relation to Canada.

26. World Sociology

Junior year, winter term, five hours per week, 55 points or 5½ units. A study of modern national life emphasizing:

1. Psychology of leading nations, psychology of peoples.
2. Distinctive social and political institutions.
3. Economic resources and industrial and commercial activities.
4. Philanthropic, educational and religious institutions and achievements.
5. The extension of Christian culture and institutions in the twentieth century.

27. World Classics by Translation

Junior year, winter and spring terms, five hours per week, 110 points or 11 units.

The object of this course is to make the student acquainted with the great literatures of the world. The way to understand a people is to know their art, as true art is the highest interpretation of the inner life of a nation. This is especially true of literature.

This course is conducted through the best English translations. In this way the student becomes familiar with typical forms of literary art, perceives the evolution of thought and is introduced to many of the leading

writers from the classic period to the present. Students entering this course must have at least one year's credits in English literature of college grade.

This study includes the evolution of three distinct forms of art—the epic, the drama and the novel.

(1) *The Epic and Narrative Poems.*

The study takes up the most characteristic portions of the Iliad, the Odyssey and the Æneid. Selections are made from Dante's Divine Comedy and Goethe's Faust.

(2) *The Drama.*

This study begins with the Greek tragedies and selections are made from Æschylus, Sophocles and Euripides. The study of the modern drama includes translations from Molière and Ibsen.

(3) *The Novel.*

This is one of the chief forms of expression of modern thought. Selections are made from the representative novelists of France and Russia. These include Victor Hugo, Balzac, Tolstoi and Dostoievski.

The course is designed to cultivate literary taste, an appreciation of the beautiful in life and to train the moral sense through a study of great ethical teachers.

28. Business Administration

Junior year, five hours per week, 175 points or 17½ units.

The rapid development of the great property interests of the Young Men's Christian Association has made ever greater the demand for leaders of executive ability. The modern Association secretary must be able to administer large affairs and in an increasing measure to make complex organization effective. It is most essential that he have a thorough grasp of general business principles.

The course in business administration aims to give instruction in the fundamental facts and principles of business, thus laying a broad foundation of business knowledge for the prospective Association executive.

This course precedes the specialized course of Association Administration or Methods to which a year is given. The subjects are treated as extensively as the conditions of time permit.

Instruction

(1) *Business Organization.*

The general underlying principles.

(2) *Management.*

A discussion of the executive and his control of men. Efficiency methods and scientific management.

(3) *Accounting.*

A clear understanding is given of the principles which underlie all correct methods of keeping financial records.

(4) *Insurance.*

(5) *Commercial Law.*

This section explains the nature, formation, operation and discharge of contracts.

(6) *Investments.*

Brief consideration is given to the science underlying investment. The various types of bonds and stocks are discussed in detail.

(7) *Advertising.*

A consideration of the basic principles of advertising. The preparation of advertising copy, including the form, typography, etc., is discussed.

(8) *Auditing and Cost Accounting.*

The duties of the auditor and principles of cost accounting.

(9) *Salesmanship.*

The basic principles upon which the science of salesmanship is founded, the psychology of salesmanship, knowledge of self and of human nature, character analysis.

(10) *Personal Efficiency.*

A personal application of efficiency principles, standardizing personal operations and conditions, schedules, records, etc.

Business Practice

The College affords considerable opportunity for practical experience in applying the general principles developed in the course in Business Administration. This practical work is standardized and definitely supervised.

1. *Managerial Practice.*

Student positions and work involving the control of men.

(1) Student Association officers.
(2) Team captains.
(3) Leaders of boys' clubs, scouts, social centers, etc.

2. *Accounting.*

(1) Team managers.
(2) Class treasurers.
(3) Student store.
(4) Woods Hall.

3. *Personal Efficiency.*

The development of personal standards for all operations and conditions. For example—study, reading, social recreation, personal finance, exercise, miscellaneous improvement.

4. *Salesmanship.*

(1) Securing advertisements—catalog, Massasoit, Student Handbook.
(2) Salesmanship positions in Springfield stores.
(3) Membership secretary Student Association.
(4) Circulation manager *Springfield Student.*
(5) Actual solicitation in connection with church, etc.

5. *Exhibits.*

(1) Model equipment of Young Men's Christian Association office.
(2) Time and labor-saving devices for Young Men's Christian Association work.

6. *Visitations.*

(1) Young Men's Christian Association tours.
(2) Young Men's Christian Association College office.
(3) Business institutions—department store, bank, factory, etc.

To introduce the student into the atmosphere of business life, the active coöperation of business men is sought in the work of instruction. Lectures are given by representatives of the following professions—banking, real estate, insurance, advertising, salesmanship and corporate management.

29. Association Bookkeeping

Miss Richardson, Senior year, winter term, four weeks, five hours per week, 20 points or 2 units.

This course presumes a proficiency in the principles of ordinary bookkeeping. Students who have not this acquaintance must secure it before entering the Senior year. The aim of this course is to fit the student to keep the books of a Young Men's Christian Association. The loose leaf system, arranged by Mr. L. B. Baker for local Young Men's Christian Associations, is followed. This system is in operation in the financial office of the College. Students not only receive instruction, but each man makes out a complete set of accounts covering a period of two months' activities and makes a financial statement showing the standing of the Association in every department up to date.

30. Camp Craft

Professor Affleck, Freshman year, spring term, 5 hours per week, 55 points or 5½ units.

The time is spent in camp with practice and training in all phases of tent pitching, fire building, bed making, cooking, etc., and with camp as center, the surrounding territory is used as a laboratory for actual practice in the various outdoor studies and activities. Boy scouting is given a prominent place, especially with students in the boys' work course who have two extra afternoons per week devoted especially to scouting.

31. Secretarial Seminar

Dr. Doggett, Professors Burr, Cheney and Seerley, Senior year. A thesis counts 175 points or 17½ units. The object of this course is to study the habits and lives of young men, to study at first-hand the documentary sources of the Young Men's Christian Association, and to learn the art of original investigation. Much of the success of the Young Men's Christian Association of the future will depend upon a scientific study of the habits and lives and characteristics of young men and boys. We need to know what young men are thinking about, how much money they earn, how they earn it and how they spend it, how they spend their leisure time, what is their social life, what is their religious life, how it should find expression, the temptations of young men and boys and how to meet them. A rich, unworked field is presented to the student in the many undeveloped themes in Association history and by its unsolved problems. Another object of the seminar is to fit the secretary to study his field. Many of the theses are sociological studies in Springfield, or investigations which develop the power of observation and research. In the Senior year a thesis is prepared on a theme agreed upon between the student and one of the instructors. Students are allowed to prepare a thesis with any of the instructors in the College. The theses will be examined by a committee of the faculty consisting of Professor Burr, Dr. McCurdy and Professor Cheney. Each student will be expected to present his thesis for criticism and discussion at a public meeting of the seminar. The coming year elective seminars will be carried on as follows: Boys' Work, Professor Cheney; Sex Hygiene, Dr. Seerley; Religious Education, Dr. Doggett. Attendance upon a seminar session of two hours counts as one point.

Students in the seminar are expected to devote one hour daily during the Senior year to research. The historical and physical libraries available to students make this work of great value. At the beginning of the fall term Dr. Doggett will meet all Seniors for a few lectures on methods of original investigations.

Leading Association workers are also invited from time to time to address these gatherings. The appointments for the College year 1916-1917 will be found on pages 12 and 13.

Student Theses, 1916-1917.

G. W. Anger, "Executive Qualifications of an Association Secretary."
A. W. Barbour, "Safeguarding the Health of the Industrial Worker."
R. B. Campbell, "The Psychology of Scouting."
C. E. Crissey, "The United States Army Young Men's Christian Association."
C. F. Dahlgren, "The Forward Step for Boys."
E. L. Damkroger, "Digests of Magazine Articles for 1915-1916—Dealing with the Human Factor in Industry and Industrial Betterment."
E. H. Ellis, "Latest Developments in Work with Boys."
C. P. Hammerstein, "State Boys' Camp."

R. C. Handley, "Electricity for the Farm."
Cecil Hastings, "Influence of Economic Conditions upon Morals."
T. B. Hill, "The Problems of European Young Men in India."
P. E. Hitchcock, "Drifting Toward Socialism."
A. T. Leary, "America's Greatest Problem—Its Youth."
R. G. Leonard, "Argentine, the Land of Christian Opportunity."
L. H. Libby, "Handbook for Local Leaders of the County Y. M. C. A."
K. H. Purdy, "Student Employment Bureaus."
J. D. Roake, "The Effect of Environment upon the Employed Boy."
H. J. Rutherford, "A Sociological Survey of East Longmeadow."
George Sully, "The Student Association of the American Preparatory School."

32. Practical Work

Students must secure a minimum of 60 points or 6 units in normal practice.

Unusual opportunities are offered for practical work and for getting an inside view of Association management. The Springfield, Holyoke and Westfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity.

In addition to the normal practice in religious work, the secretarial students have opportunities for developing their powers along executive, educational and social lines, in which 40 points are required each year. Not only must the secretary be a religious leader, he must be a business manager as well. In fact, this qualification is of vital importance for his greatest success. He must be able to bring things to pass, to organize and to make complex organization effective. Executive positions in connection with the student Association, the senate, *Springfield Student* and classbook afford valuable training for a number of men. Laboratory experience in executive work is also given the student in the organizing of boys' clubs, in Sunday schools and among the working boys, and in directing the activities of the young people's organizations in the churches, etc. Recognizing the importance of the development of executive ability, at least one-fourth of the total number of points required must be gained in executive work.

The opportunities for educational work with immigrants are being taken advantage of. Springfield and its suburban towns have a large number of Italians, Russians, Swedes, Syrians, Jews, etc., among whom an educational work is being done with student teachers which gives promise of gratifying results. Besides the classes in English, classes in civics have been formed and health talks regarding hygiene, sanitation, etc., are given.

The social leadership is developed by social committee service in the student Association, by social work at the boys' club and in the churches and by entertainments and outings with groups of boys.

Unusual opportunities are offered for gaining an intimate knowledge of the practical management of the Association. The Springfield Young

Men's Christian Associations furnish every facility to see and participate in the various phases of the Association activities. A series of conferences are held each year at the Association building with the heads of the various departments, when the practical side of all phases of Association work is discussed. A careful study is also made of the management of the office. The men are enabled to see the committee work in operation and occasionally to visit a board meeting.

Junior Tour, 12 points or 1 unit. At the close of the winter term the Juniors spend three days in Boston and vicinity visiting the Young Men's Christian Associations and other agencies for social and religious service among young men and boys. The splendid new equipment of the Boston Association makes this trip of unusual value.

Senior Tour, 35 points or 3½ units. At the close of the winter term of the Senior year, a tour is made of the Associations at Bridgeport, Brooklyn, New York City, Philadelphia and Washington. This tour, taken under the direction of members of the faculty, gives an opportunity to study the actual workings of a large number of Associations. It is quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one half hour to an hour's interview is held in the office in which the work is carried on. The past year some twenty different Associations and institutions were visited, and conferences were held with sixty different employed men on various phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries and twenty-six secretaries of city Associations. The class was enabled to see the physical work in the gymnasiums of Yale, Columbia and Pennsylvania Universities, and in one of the New York City schools.

33. Physical Training

One of the great contributions of the Young Men's Christian Association to modern religious life is the discovery of the value of the physical approach to boys and young men. The use of plays and games, summer camps and the gymnasium as a means for religious education has not only greatly enlarged religious thought, but it has proved a practical means of winning men to Christian living. All secretaries and boys' directors need to understand the problems of physical education, not only that they may be able to promote from the administrative side the work of the physical department, but that they may, as opportunity offers, use this means for direct influence with boys and young men.

Freshman year, Professor Betzler, one hour per day, five days per week, 175 points or 17½ units. The first-year secretarial students have a thorough course in gymnastics, athletics and aquatics. Throughout the course emphasis is placed upon the development of organic vigor and the preparation of the students for a life of strenuous work. During the fall the men have for the first eight weeks soccer practice. They may elect rugby football with the physical class. During the indoor season the class is

given an all-round graded course in gymnastics, athletics, aquatics and games. Theory discussions are given as a part of the floor work.

Sophomore year, Professor Betzler, one hour per day, three days per week, 115 points or 11½ units.

Junior year, Professor Betzler, one hour per day, two days per week, 70 points or 7 units.

Senior year, Professor Betzler, fall and winter terms, one hour per day, two days per week, 50 points or 5 units.

The Sophomore, Junior and Senior years pursue a regular progressive course in gymnastics, games, athletics and aquatics. During the Junior and Senior years opportunities are given for the development of class leadership. During the Senior year special attention is given to the development of tennis.

Graduation

(1) *Degrees.*

The basis of the secretarial course is a study of humanics; that is, the study of human nature—spiritual, intellectual, social and physical. It gives men a religious education and fits for social and religious service. Students who have fulfilled the requirements for admission described on page 120, who complete the three years' secretarial course, receiving on an average a grade not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Humanics (B.H.).

(2) *Diplomas.*

Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics and history described on pages 120 and 121, and who have completed the secretarial course of study and presented a thesis with a grade not lower than satisfactory, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the College.

County Work Course

FACULTY

PRESIDENT DOGGETT
PROFESSOR CHENEY, *Director of Secretarial Course*
PROFESSOR CAMPBELL, *Director of County Work Course*

COMMITTEE FOR COUNTY WORK COURSE

HORACE A. MOSES, Springfield, Mass., *Chairman*
WINTHROP M. CRANE, JR., Dalton, Mass.
ALBERT E. ROBERTS, *County Work Secretary, International Committee,* New York City
KENYON L. BUTTERFIELD, *President, Massachusetts Agricultural College,* Amherst, Mass.
GIFFORD PINCHOT, Philadelphia, Pa.

General Statement

The Young Men's Christian Association was at first a city organization devoted chiefly to helping the commercial class of young men in our modern cities. Very quickly, however, this work became adapted to special classes of young men, first students, then railroad men and later men in the army and navy and many other groups.

For twenty-five years there has been a determined effort to adapt the work of the Association to young men in rural communities. Robert Weidensall, the first secretary of the International Committee, who has pioneered so many Association undertakings, has been a leader in this work. Over one hundred employed officers are now engaged in promoting county work under the auspices of the Young Men's Christian Association.

The chief obstacle to the further progress of this movement was the lack of properly qualified leaders. It was to meet this increasing demand that the county work course was established at Springfield in the summer of 1914. Mr. Walter J. Campbell was invited to take charge. Mr. Campbell is a graduate of Princeton University and also of Princeton Theological Seminary. After several years' experience in a rural church he became a county work secretary, serving first in a local field and later in the service of the New York State Committee and the Pennsylvania State Committee. His eight years' experience in this department has amply qualified him for this position.

The county work secretaryship calls for men of independence of character, personal leadership and an indefatigable, earnest purpose. Under such leadership there is no doubt of abundant success. The rural field in spite of the growth of the modern city still contains the larger number of young men. These young men are responsive to the work of the Young Men's Christian Association and the county work secretaryship offers an unsurpassed opportunity for a life of useful service. The response which this new move has awakened, both on the part of the county work

brotherhood and on the part of men looking forward to definite religious service in the country, amply justifies belief in its timeliness. While the course of study has been arranged primarily for the training of county secretaries for the Young Men's Christian Association, it furnishes an admirable supplementary course of study for the rural preacher or other rural leader.

A Four Years' Course

To meet the demand for adequately equipped men and likewise to provide the necessary background in agricultural science, a four years' course has been established, three years of which will be taken at Springfield College and one year at the Massachusetts Agricultural College at Amherst. The course will be arranged—the first and second years at Springfield, the third year at Amherst and the fourth year at Springfield. Students completing this course will be given the degree of Bachelor of Humanics (B.H.). Students taking the three years' course at Springfield without the additional year at Amherst will be graduated with a diploma.

34. County Work—History and Methods

Professor Campbell, Senior year, three terms, five hours per week, 175 points or 17½ units.

I. *The History of County Work and the Evolution of the County Work Idea.*

1. The first local rural Association.
2. The county organization.
3. The county secretary.
4. The state department committee and state county work secretary.
5. The International county work department and secretaries.
6. Training centers.
7. Elements of strength and weakness shown by the line of historical development.

II. *The Philosophy of County Work.*

1. County work fundamentals.
2. Principles of religious work, Bible study, personal work, educational work, physical work and boys' work.

III. *The Sociology of County Work.*

1. The field—intensive and extensive.
2. Analysis of a county.
3. Social groupings—normal and abnormal.
4. Place of county work among the rural social forces.

IV. *Organization.*

1. County work plan—international, state, county and local.
2. Development.
3. Relationships.

V. *Personal.*

1. The county secretary and his work.
2. The county committeeman.
3. The local leader.
4. Leadership discovery and development.
5. The personal life of the secretary.

VI. *Practice and Problems.*

1. Finances and the administration of the budget.
2. Conventions and institutes.
3. Corresponding membership.
4. Departmental activities—religious, educational, social and physical.
5. Summer activities and camps.
6. Extension work.
7. Inter-Association activities.
8. Coöperative activities.
9. Business administration and development of a permanent constituency.

VII. *Homiletics of County Work.*

1. Leadership training.
2. Publicity.

35. Rural Economics

Professor Campbell, Sophomore year, fall term, five hours per week, 65 points or 6½ units.

This course is devoted to the study of the public and social aspects of the agricultural industry. No one can be regarded as a safe leader or sane counselor in public affairs who does not realize that the most fundamental of all our economic problems is that of the relation of the people to the source of the food supply in the soil itself. The deepest problem of statesmanship is that of economizing, utilizing and conserving this potential food supply.

A general philosophical background for the study of the rural economy of the present is set up through the discussion of the place of agriculture in the general problem of human adjustment. The following topics are stressed by lecture, classroom discussion and independent research on the part of the student.

I. *The Historical Background of Modern Agriculture.*

II. *The Factors of Agricultural Production.*

1. Land.
2. Labor.
3. Capital.
4. Management.

III. *The Distribution of the Agricultural Income.*

1. Rent.
2. Wages.
3. Interest.
4. Profits.

IV. *The Problems of Rural Social Life.*

1. Tenantry.
2. Absentee Landlordism.

V. *The Literature of Rural Economics.*

Text-book: "Rural Economics," Carver.

36. Rural Sociology

Professor Campbell, Sophomore year, winter term, five hours per week, 55 points or 5½ units.

I. *The Rural Community.*

1. Rural migration—causes and results.
2. Social conditions and life of rural people—their influence on personal and institutional life.
3. Consequent problems—health, delinquency, dependency, morality, child labor.
4. Standards of living, cultural ideals.
5. Community consciousness and activity.
6. Business and political ethics.

II. *Social Groupings.*

1. Types of communities and characteristic temper of mind.

III. *The Literature of Rural Life.*

Text-books: "Outline of Sociology," Blackman and Gillin; "Constructive Rural Sociology," Gillette.

37. Rural Institutional Life

Professor Campbell, Sophomore year, spring term, five hours per week, 55 points or 5½ units.

A study of the organized agencies by which rural communities give expression to various forms of associated life and their contribution to rural betterment—domestic, economic, cultural, religious and political.

Special attention is given to the rural family, the rural school and the rural church.

In addition to the usual lecture and classroom discussion method, much attention will be given to first-hand survey investigations and community studies.

Text-books: "The Challenge of the Country," Fiske; "Rural Life and Education," Cubberly; "The American Rural School," Foght; "The Evolution of the Country Community," Wilson; "Rural Manhood," "The Country Church and the Rural Problems," Butterfield.

38. Courses in Coöperation with the Massachusetts Agricultural College, Amherst

Junior year, three terms.

The purpose of this coöperation with the Agricultural College is not at all to make scientific agriculturists, but rather to connect up in an intelligent and intimate manner the rural religious worker with the machinery of agriculture that he may coöperate effectively with the multitude of agencies now giving thought and attention to the economic, social and educational needs of the farmer.

I. *The Organization and Development of Rural Community Life.*

1. *Coöperative Organization and Marketing.* Dr. Cance and Professor Ferguson. The characteristics of New England agriculture as an industry—land, labor, markets, transportation, farmers' business organizations.

2. *The Redirection of Rural Education.* Professor Hart and Professor Morton. Courses of study—supervision, preparation of teachers, the place of the school in the social organism, boys' and girls' club work.

3. *Application of Sociology and Economics to Community Development.* Professor Morgan. Methods of work, etc.

4. *Rural Organization.* President Butterfield. An analysis of the main elements in the question of American rural development—rural adjustment, rural policy, national statesmanship in rural affairs.

5. *Civic Improvement.* Professor Waugh and Mr. Ellwood. How to carry on civic improvement—technical problems and the principles involved, its relation to general community development.

II. Additional courses offered for Springfield men at Amherst are as follows:

Soil Fertility.
Field Crops.
Marketing.
Fruit Growing.
Poultry.
Rural Sanitary Science.
New England Rural Life.
Botany.

III. Frequent seminar periods of two hours each are held for the informal discussion of vital topics in the field of agricultural organization, extension or practice.

39. Physical Work

The gospel of wholesome play and the moral reactions of clean athletics are lessons which the country is only beginning to learn. The value of the physical approach to the life of the boy and young man has been recognized by the Association, and the country boy is no exception except possibly that there is need of special emphasis on the ministry of play and recreation in breaking down the ill effects of drudgery and isolation.

In physical work the county work students take the same course as the secretarial men, including gymnastics, athletics and aquatics. Additional emphasis is placed on the mastery of a varied curriculum of games, involving little or no equipment, the promotion and supervision of athletic meets and play festivals and pageants.

40. Normal Practice

Students must secure a minimum of 60 points or 6 units in normal practice for graduation.

No amount of theoretical knowledge will ever make an efficient county secretary unless he is able to translate his theory into practical achievement when confronted with the challenge of need, whether it be the leading of a group of boys or the redirecting of the life and ideals of a community. Through the coöperation of the County Work Department of the Massachusetts State Committee in Hampden County and adjoining counties, abundant opportunity is afforded for testing the qualifications of the men in practical effort. No man will be allowed to graduate from the county work course who is not able to handle his normal work acceptably to the director of the course and the Massachusetts State County Work Secretary. The variety of opportunity for experience is suggested by the different types of activity promoted by the county work students the past season, i.e., boy scouts, boys' brigades, rural Young Men's Christian Associations, men's brotherhoods, Sunday school teachers and superintendents, religious deputations, play demonstrations. Six country churches supplied regularly—community surveys, rural home and organization census work, fathers' and sons' banquets, Sunday school teachers' training classes.

41. Weidensall Literary Society

A voluntary organization of students for the study and discussion of rural life problems and literature and for personal development in character and in facility and power in public debate. This new literary society, while not limited in membership to county work men, gives its attention nevertheless to rural life topics. The society meets each Monday evening throughout the year and combines in its program the functions of a social organization, a literary society and a seminar.

42. Thesis

A thesis prepared under the supervision of one of the members of the faculty is required for graduation.

Physical Course

Faculty

President Doggett.

Doctor McCurdy, Director; *Physiology of Exercise, Diagnosis, Administration*

Professor Berry; *Chemistry, Physiology, Gymnastics, Athletics*

Professor Affleck; *History of Physical Training, Hygiene, Anthropometry, Field Science, Aquatics*

Professor Johnson; *Mathematics, Physics, Normal Work*

Professor Schroeder; *Playground Administration, Gymnastics, Athletics, Normal Work*

Professor Betzler; *Anatomy, Massage, Medical Gymnastics, Physical Examinations, Gymnastics*

Professor Young; *Histology*

Tutors

F. H. Andraud; *Fencing*
H. D. Babcock; *Pianist*
F. J. Beier; *Aquatics*
E. Benatre; *Soccer*
F. A. Bode; *Gymnastics*
T. W. Booth; *Track*
E. E. Bretschneider; *Wrestling*
H. C. Buck; *Rugby, Gymnastics, Track, Playgrounds*
T. F. Bullen; *Baseball*
H. O. Dresser; *Baseball*
R. A. Esbjornson; *Gymnastics*
R. C. Frank; *Pianist*
G. E. Goss; *Rugby, Soccer, Aquatics, Baseball*
C. L. Graham; *Baseball*
P. S. Graham; *Normal Work*
R. E. Habermann; *Baseball*
L. R. Harvey; *Baseball, Track*
H. H. N. Hillebrandt; *Gymnastics*
S. Hinman; *Track*
H. Hoogesteger; *Rugby, Gymnastics*
C. E. Horton; *Gymnastics*
H. H. House; *Baseball*
J. W. Jefferson; *Gymnastics*
H. W. Jenkins; *Track*
F. L. Jouannet; *Gymnastics, Aquatics*
L. J. Judd; *Gymnastics*
L. G. Kranz; *Gymnastics*
R. H. Long; *Aquatics*

D. R. McIntyre; *Soccer*
J. E. Middagh; *Gymnastics*
R. Mitterling; *Baseball*
R. Nickerson; *Boxing*
P. Otto; *Gymnastics, Aquatics*
W. D. Owl; *Baseball*
W. C. Parker; *Soccer*
R. H. Peters; *Baseball, Rugby*
R. W. Peters; *Dancing*
H. Roberts; *Soccer, Gymnastics*
R. R. Sermon; *Baseball*
J. H. Smith; *Soccer, Gymnastics, Aquatics, Baseball, Track*
G. T. Stafford; *Rugby, Gymnastics*
S. C. Staley; *Soccer, Gymnastics, Aquatics, Baseball, Track*
G. H. Taylor; *Baseball*
E. A. Thorn; *Aquatics*
R. L. Tichenor; *Soccer, Track*
C. D. Todd; *Camping*
H. W. S. Van Arsdale; *Track*
W. C. Wade; *Physiology*
R. B. Whetstone; *Rugby*
W. H. Whiting; *Soccer*
W. S. Williams; *Baseball*
C. C. Wilson; *Gymnastics*
M. G. Zielminski; *Baseball*

General Statement

This teachers' course in physical education plans definitely to do two things: *First,* the course aims to give a thorough technical training in the theory and practice of physical education in all its branches. *Second,* the course endeavors to coördinate all the studies and activities in religious and physical education into a coherent whole which shall develop physical education leaders who are also the religious leaders and character-builders of the adolescent youth. It aims to assist in the formation not only of a curriculum of instruction, but a curriculum of activity related to health and moral development.

There is no part of the country where athletics are more fostered, where the college athletic teams are better trained or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course: The Association gymnasiums at Boston, Providence, Cambridge, Holyoke, Hartford, New York—Twenty-third Street, West Side, Harlem, Brooklyn; Philadelphia; college gymnasiums—Harvard, Amherst, Yale, Columbia, New York Athletic Club, University

of Pennsylvania; schools of gymnastics—Sargent Normal School, Wellesley College teachers' course.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine gymnasium of the local Association affords illustration of a model work. A well-organized course in physical training is conducted in the Springfield public schools under the direction of alumni of the College.

The location of the College upon Massasoit Lake furnishes an excellent opportunity for training in swimming, boating, canoeing and skating. A portion of the field is flooded and a rink constructed for ice hockey.

The rise of the playground movement and the increased demands in recent years for physical directors for schools and colleges, have led to the addition of a course in methods devoted to these departments. As the playground work comes largely in the summer time many of the students are enabled to secure appointments for the vacation season.

Men in the Junior and Senior years who have low physical practice grades will be required to elect additional practice periods.

Graduation Requirements.

Degrees. The basis of this course is the studies which fit a man for thorough scientific work in physical training. Students who have fulfilled the requirements for admission described on page 120, who complete the four years' physical course, receiving in each subject a grade of not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Physical Education (B.P.E.).

College graduates are required to take for graduation eight theory courses (i.e., twenty hours per week for two years), of which three are in religious education or allied subjects and five in physical education theory. In physical education practice they are required to complete the work for the last three years.

Diplomas. Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics, history, physics and chemistry, described on pages 120 and 121, and who have completed the three years' physical course of study for diploma men with a grade of 70 per cent, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the College.

Physical Education Theory

The duties of a modern physical director demand that he shall be able to make an intelligent examination of a person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and in general all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line is his first work. He must take into account the intimate relationships existing between body and mind and

must understand their mutual effects. He must be able to make his gymnasium and play fields places of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs and other organs (physical examination). He must know how to measure and test men and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institutions with which he will probably be connected (Young Men's Christian Association, college, school, playground, boys' club, church clubs). Each student prepares a working bibliography of the subjects in the course. Instruction is given in bibliographical methods.

43. Biology

For description of the course see page 53.

44. Anatomy

(1) *Gross Anatomy.* Professor Betzler, Sophomore year, fall and winter terms, five hours per week, 120 points or 12 units. Gross anatomy of the body and its parts. The body as a machine. The course aims to give the anatomical knowledge basal to a thorough understanding of the mechanical problems in gymnastics, athletics and corrective gymnastics. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and the mechanism of bodily movements. Demonstrations on individuals are conducted to illustrate the mechanical laws applied to gymnastic apparatus work and athletics.

(a) *Bones.* A careful study is made of all of the bones of the body with special reference to protuberances, processes, etc., having to do with muscular attachments.

(b) *Ligaments.* A thorough study is made of the joints of the body including the synovial membranes, ligaments and muscular attachments with special attention to those joints most likely to be injured in athletic

contests, such as the knee, shoulder and ankle. A careful study of flat foot is made.

(c) *Muscles.* Muscles are studied with respect to their functions. Demonstrations and laboratory practice are conducted on the dissection of cats and on surface anatomy.

(d) *Animal Mechanism and Kinesiology.* Skarstrom's "Gymnastic Kinesiology" is used as a text for this work, supplemented by special lectures, discussions and demonstrations, members of the class serving as models for illustrating the correct and incorrect way of doing exercises in calisthenics and in gymnasium apparatus work. For the latter purpose the class assemble on the gymnasium floor and the mechanical principles involved in fundamental exercises such as the upstart, uprise, body circles, giant circles, etc., are demonstrated.

(e) *Circulation.* A careful study of the heart, arterial, capillary and venous system is made.

(f) *Digestive Apparatus.* The alimentary tract is studied by demonstration with cats and models.

(g) *Nervous System.* Covers a study of the brain, spinal cord, the main nerve tracks and the sympathetic system.

(h) *Reproductive System.* A thorough study of the reproductive system.

Professor Young, Freshman year, spring term, five hours per week, 55 points or 5½ units.

(2) *Histology.* Third term. The cellular structure of the various tissues of the body with especial reference to the functions of each. This course is intended to serve as a foundation for the work in physiology.

Laboratory. An acquaintance with the tissues is aimed at rather than a a knowledge of microscopic technique.

Text-books: Gray's "Anatomy," Lea Brothers, Philadelphia; "Gymnastic Kinesiology," Skarstrom, American Physical Education Association, Springfield, Mass.; "A Manual of Normal Histology and Organography," W. B. Saunders Co., Philadelphia. The laboratory fee for the course is $3.00.

45. Mathematics and Physics

(1) *Algebra.* Professor Johnson, Freshman year, fall term, five hours per week, 65 points or 6½ units. Text used, Hawkes' Advanced Algebra. The course covers a thorough review of algebra through quadratics with special emphasis on graphs, also taking up mathematical induction, binomial theorem, arithmetical and geometrical progression, permutations and combinations, logarithms and other phases of college algebra.

(2) *Advanced Physics.* Professor Johnson, Freshman year, winter term and part of spring term, 15 weeks, five hours per week, 75 points or 7½ units. This course will deal with kinematics, dynamics, statics, work and energy, friction, machines, kinetics, gravity, mechanics of fluids and gases, sound, heat, magnetism and electricity.

(3) *Physiological Physics.* Professor Johnson, Freshman year, latter part of spring term, six weeks, 30 points or 3 units. A study of the laws

of physics as applied to the problems of physiology such as the flow of liquids in tubes, blood pressure, blood velocity, intrapulmonic and intrathoracic pressure. Physiological stimulation by induction coils, demarcation current, negative variation, osmosis, osmotic pressure. The laws of the lever, momentum, etc., applied to gymnastics and athletics.

46. Chemistry

Professor Berry, Sophomore year, five hours per week, 175 points or 17½ units. The object of this course is to give the student a fundamental preparation for the later study of physiology and hygiene in their relation to physical education and medicine. The requirements for admission are one year of secondary school chemistry.

(1) *Inorganic Chemistry.* The course will review rapidly through lectures and recitations the groundwork preparatory to the study of the more difficult inorganic compounds. The laboratory work will be qualitative analysis. Fee, $5.00.

(2) *Organic Chemistry.* This is a course for beginners in organic chemistry with lectures and laboratory exercises. Fee, $3.00.

47. Physiology

(1) *Physiology.* Professor Berry, Junior year, five hours per week, 175 points or 17½ units. The instruction consists of recitations, lectures and laboratory work. The viewpoint of the course is towards physiology of exercise and personal hygiene rather than medicine. It includes a study of circulation, respiration, digestion, absorption, excretion, metabolism, nutrition, animal heat, muscle, nerve, central nervous system and the special senses.

(a) *Digestion, Metabolism and Dietetics.* The chemistry of digestion as discussed under physiological chemistry is reviewed and its application to metabolism is pointed out. The modern point of view regarding nutrition, high and low protein diet, etc., is thoroughly discussed and its application to training table diet and athletic performance and modern sedentary life is pointed out.

(b) *Circulation.* Study of heart rate, blood pressure and the physics of the circulation, laying the foundation for the study of the effect of exercise upon this function.

(c) *Respiration.* Study of inspired and expired air and of its application to ventilation, second wind, etc.

(d) *Muscles and Nerves.* The problem of contraction of muscle, the effect of temperature, fatigue, etc., upon the muscle curve and its relation to athletic performance.

(e) *Central Nervous System.* Function of the brain, cerebellum and cord.

(f) *Special Senses.*

(g) *Laboratory Practice.* Laboratory practice is carried on illustrating the above, students to devote three days per week to this work. Fee, $3.00.

The laboratory section is made possible by gifts of alumni and friends. This course includes instruction in the technique of the sphygmograph, sphygmomanometer, pneumograph and ergograph. The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill and endurance on circulation, muscle and nerve. The instruments used are of the same pattern as the new ones used in the physiological laboratory of the Harvard Medical School. In addition to these, others have been constructed by the College mechanic. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics and arterial pressure is studied in detail. In the fatigue studies with the ergograph, three types of instruments are used, the weight ergograph, the spring ergograph (isotonic method), and the spring ergograph (isometric method). On days of laboratory work, an additional hour of class attendance will be expected of the student.

Text-books: Howell, "Text Book of Physiology"; Stewart, "Manual of Physiology and Practical Exercises." Collateral reading: Schafer, "Text Book of Physiology"; Tigerstedt, "Lehrbuch der Physiologie des Menschen"; Hill, "Recent Advances in Physiology and Bio-Chemistry."

(2) *Physiology of Exercise.* Dr. McCurdy, Senior year, winter term, five hours per week, 55 points or 5½ units. This course consists of lectures, laboratory work, the preparation of digests and recitations upon assigned subjects. Seven introductory lectures are given, showing the biological setting of the problems of exercise in their relation to the health of the individual and the race. The material for the lecture and recitation course is covered in part by the following books and periodicals. The required readings are starred, the others are recommended: Larned, Colonel C. W., "Athletics," REVIEW for January, 1909; *Tyler, "Growth and Education"; *Goddard, "Feeblemindedness, Its Causes and Consequences," Chapters 1, 2, 6, 7, 8, 9, 10; Goodman, "Blood Pressure," Chapters 1-4, inclusive; *Gulick, "Physical Education by Muscular Exercise"; *Drummond, "Ascent of Man"; Walter, "Genetics"; *Goldmark, "Fatigue and Efficiency"; *Cannon, "Bodily Changes in Pain, Hunger, Fear and Rage," Chapters 2, 6, 7, 8, 11, 12, 15; Crile, "Origin and Nature of the Emotions"; Stiles, "The Nervous System and its Conservation," Chapters 8 and 9; Jordan, "War and the Breed"; *Thomson, "Heredity."

48. Hygiene

(1) *Personal.* Professor Affleck, Sophomore year, winter term, five hours per week, 55 points or 5½ units. Health from the standpoint of the individual's condition is largely a result of the care given the body. Special attention is given to the following processes and organs:

(a) *Digestion.* Care of teeth, selection and preparation of food, disorders.

(b) *Respiration.* Nose, common affections, adenoids, mouth breathing, throat, tonsils, care of voice. Chest and lungs, posture and shape of thorax, types of breathing.

(c) *Circulation.* Effects of various types of exercise, oxygenation of blood.

(d) *Skin.* Bathing, kind and effects. Clothing, various fabrics and weaves. Shoes, shape, etc.

(e) *Eye and Ear.* Common difficulties, tests, glasses.

(f) *Brain and Nervous System.* Fatigue, overwork, recreation. Narcotics and stimulants, precautions, sleep.

Immunity. General vigor as condition of efficiency and precaution against disease.

Text-books: "Personal Hygiene," Pyle; "Hydrotherapy," Kellogg; "Prolongation of Life," Metchnikof; "Science of Living," Sadler; "Care of the Body," Woodworth.

(2) *Public.* Professor Affleck, Junior year, winter term, five hours per week, 55 points or 5½ units. Health as influenced by individual's environment. The chief topics given special consideration are: Water, public supply, purification, etc.; air and ventilation, impurities, methods of securing adequate supply; heating and lighting, requirements, administration; disposal of sewage and other refuse; soils, constituents and influence; communicable diseases and their precaution; hospitals, quarantine, disinfection; climate; vital statistics.

Text-books: "Practical Hygiene," Parkes; "Treatise on Hygiene," Stevenson & Murphy; "Principles of Hygiene," Bergey; "Air, Water, Food," Richards & Woodman; "Practical Hygiene," Harrington; "Hygiene and Sanitation," Egbert.

(3) *School.* Professor Affleck, Junior year, spring term, five weeks, five hours per week, 25 points or 2½ units.

School hygiene is separately treated, including furniture, postural defects, growth and fatigue, the curriculum, playground, recesses, games, medical examination and defects.

Text-books: "School Hygiene," Shaw; "School Hygiene," Kotelman; "Medical Inspection of Schools," Gulick and Ayres.

(4) *Building.* Professor Affleck, Junior year, spring term, five weeks, five hours per week, 25 points or 2½ units.

The following are among the most important topics: Study of city, agencies and facilities existing for health and exercise, further needs, policy of Association, especially of physical department, as determining requirements of gymnasium, funds available for construction and maintenance; location, size relation of various features of physical department to each other and to other departments; lighting, amount required, sources, kinds and expense of artificial lighting; heating, requirements of temperature, humidity, etc.; methods, direct, indirect, various combinations; heating and lighting plants, ventilation; quantity of air required, methods of providing and distributing, removal of impure air; details of plans, materials, construction, equipment and care of offices and examining rooms, bathrooms and fittings, natatorium, overflow, heating and filtering water, lockers, dressing and toilet rooms, main and auxiliary gymnasiums including running track and visitors' gallery, special rooms, e.g., handball, bowling alleys, boxing, leaders' clubs, storage and supplies, etc.; janitorial methods.

49. Anthropometry and Physical Examinations

Professors Affleck and Betzler, Junior year, fall term, five hours per week, 55 points or 5½ units. Treated through lectures, discussions, digests, assigned readings and laboratory practice. Professor Affleck will give two lectures per week on anthropometry. Professor Betzler will give three lectures or laboratory periods per week on physical measurements.

(a) *Historical.* Origin of the science. Laws of human proportions. Sketch of military, college and public school anthropometry.

(b) *Values.* Statistical and diagnostic value of measurements. Comparative value of various kinds of anthropometric tables. Relative value and point of view for taking individual measurements. Comparative value and adaptation of various forms of strength tests—Intercollegiate, Kellogg's, Sargent's, etc.

(c) *Statistical Methods.* The ideal, type, average, mean, probable deviation, probable error, etc., defined and discriminated. The whole process of construction of anthropometric tables is demonstrated to the student by practical problems in their actual construction.

The generalizing and individualizing methods of observation. The absolute annual increase in growth and the relative annual increase. The correlation of anatomical and physiological tests.

(d) *Laws of Growth.* Comparative growth in height, weight, lung capacity, strength, etc. Racial, seasonal and diurnal rhythms, including the whole discussion of acceleration and retardation of growth and assigned causes. Nascent periods, age of puberty, Bowditch's law, etc. Changes in growth produced by environment; influence of exercise upon growth; of disease; of occupation; nationality, etc. Physical basis of mental efficiency.

(e) *Types of Development.* The typical college man, college woman, strong man, sprinter. American boys and girls.

Text-books: "Manual for Physical Measurement" (Boys and Girls), Hastings; "Anthropometry and Physical Examination," Seaver; "Manual of Mental and Physical Tests," Whipple.

50. Physical Diagnosis, Prescription of Exercise

Dr. McCurdy, Senior year, fall term, five hours per week.

(1) *Physical Diagnosis,* 40 points or 4 units. Study of the appearances, conditions, defects and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director and to protect those who may come under his charge against unwise exercise and habits of life.

(2) *Prescription of Exercise,* 25 points or 2½ units. The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:

(a) *Form.* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Ætiology of unevenness. Shoulder blades flattening against the

trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

(b) *Vitality.* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

(c) *Disease.* Congestions; hernia; constipation; cardiac weakness; cardiac insufficiency; partial paralysis; indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

(3) *Training.* Preparatory to athletic competition.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

Text and reference books: "Physical Examination and Diagnostic Anatomy," Slade; "Medical Inspection of Schools," Gulick & Ayres; "Medical Examination of Schools and Scholars," Kelynack; "Health and Medical Inspection of School Children," Cornell; "Medical Inspection of Schools," Hogarth; "Exercise in Education and Medicine," McKenzie; "Occupational Diseases," Thompson.

51. Medical Gymnastics

Professor Betzler. An elective course in medical gymnastics will be offered to Seniors in 1919 and to other qualified men. The clinical facilities at present allow a limited number to elect work in medical gymnastics during 1917-18.

The work consists of the treatment of bad postural habits and deformities, kyphosis, lordosis, scoliosis. Gymnastic treatment is given for infantile paralysis, for stiffened joints, for obesity, for constipation, for cardiac weakness and other ailments amenable to gymnastic treatment. The exercises are taken under the advice of regular physicians.

52. Physical Education Administration

Dr. McCurdy, Senior year, spring term, five hours per week, 55 points or 5½ units.

The chief national organizations for the administration of physical activities will be studied. This will include such organizations as the Athletic League of North America (Y. M. C. A.), the Amateur Athletic Union, the various intercollegiate Athletic Associations (faculty and student), the National Education Association (physical section), and the North American Gymnastic Union. The object will be to familiarize the students with the essential facts concerning the methods of administration in these organizations. The best methods of organization and administration for local institutions will receive careful attention. In the Young Men's Christian Association consideration will be given to the organization of the physical department committee with the various subcommittees, the

relation of these committees to the board of directors, to the general secretary and to the physical activities in organizations outside of the Association. This will include a study of the various forms of extension work. In educational institutions the methods of organization will be studied. This will include public schools (elementary, grammar and secondary), private secondary schools, normal schools (state and private), and the colleges and universities. The administration of municipal gymnasiums will be studied. The class will consider the work of the officers of administration and instruction, together with the personal qualities needed for successful work in the various branches of physical education.

The essentials of a thorough business administration in relation to finances, to office management, to the methods of publicity and to the administration of the property will receive careful attention. The administration of the activities of the physical education department in gymnastics, athletics and aquatics is studied.

53. Play and Playgrounds

With the remarkable growth of the playground movement and the excellent opportunities for service offered by this new phase of effort, has come a demand for play leaders, trained and consecrated to the service of the people. The technical course includes several of the subjects previously offered in the regular curriculum, to which has been added a series of special lectures and prescribed readings and practice. Throughout the entire course special attention is given to the literature of the subject, using as texts, "American Playgrounds," by Mero, and "Playground Technique and Playcraft," by Leland. A selected working bibliography is required of each student.

The outline follows:

(1) *Playground Methods.* Professor Schroeder, Freshman year, spring term, five hours per week, ten weeks, 50 points or 5 units. This course is open also to students in the secretarial department. In this course, which is intended to supplement those indicated below, consideration is given to the following:

(a) *Philosophy.* Nature, function and need of play, theories of play, place of play in life and education, aims and spirit in conduct of play, age and sex differences in play, relation of play to work, need for play spaces and organized play in school, city, country.

(b) *Supervisory Organizations.* Various types of agencies promoting the playground idea, and supervising the work done, e.g., voluntary, educational, municipal and the various combinations of these, trend towards municipal control, methods of publicity, printed matter, lectures, stereopticon, press reports, exhibits and festivals.

(c) *Construction and Equipment.* Inventory of possible sites, systematic study of city, basis of selection from possible sites, means of securing sites, e.g., donation, permission to use, lease, purchase, etc.; plan of ground and placing of various parts of equipment, equipment found more desirable; landscape gardening, fences, surfacing; outdoor gymnasium, men, women, dressing rooms; play spaces for children, sand

courts, swings; athletic facilities, track, baseball, tennis, etc.; aquatic facilities, wading, swimming, bathing; social facilities, assembly halls; educational facilities, reading rooms, branch libraries, classes, manual training, lectures; detailed specifications of plans and equipment for various types of playground, homemade apparatus, etc.

(d) *Administration.* Conduct of activities; organization of working force, training of assistants, information and courses of greatest immediate use to instructors, stated conferences; conduct of the playground office, records and statistics; purchase, care and repair of equipment and supplies; discipline, rules, rewards, police, coöperation of children; most successful activities and their organization, daily program, special programs, exhibitions and festivals, excursions, tournaments and contests, leagues; social gatherings; educational classes, story telling, manual training, dancing, athletic and gymnastic features, etc. Relationships to other agencies, e.g., homes, schools, boys' clubs, juvenile courts, settlements, Young Men's Christian Associations, institutional churches, etc.

(e) *History.* Attitude of church fathers and educators to play; introduction and patronage of play spaces in Germany (GutsMuths, Jahn, Froebel), in England; beginnings in United States, Salem 1821, Charlesbank 1887, Philadelphia and Providence 1893, Chicago, Minneapolis, New York, Pittsburgh and Worcester 1896, Baltimore and Milwaukee 1897, Cambridge and San Francisco 1898, Brooklyn 1899, etc.; types, e.g., sand gardens, school yards, municipal and park playgrounds, playgrounds for institutions; bathing beaches and swimming pools; details of growth in most advanced cities; playground legislation and statistics.

(f) *Practice.* Two hours per week are given to actual playing of games and participation in various other playground activities.

(2) *Child Nature.* Dr. Seerley.

For details see Psychology—Physiological and Genetic, page 54.

(3) *Pedagogy.* Dr. Doggett.

For details see Pedagogy and Religious Education, pages 49-50.

(4) *Social Conditions of Neighborhood.* Professor Cheney.

For details see syllabus of course in Municipal Sociology, page 65.

(5) *Hygiene and First Aid.* Professors Affleck and Betzler.

For details see outline of these subjects, pages 88 and 95.

54. History and Literature of Physical Training

Professor Affleck, Junior year, fall term, five hours per week, 65 points or 6½ units.

This course aims to give familiarity with bibliographical methods and with the literature bearing on the history of physical training, together with a working knowledge of library economy and facility in the use of the various sources of information offered by the library. Special attention is given to professionally technical magazines. From assigned collateral reading, each student is required to make frequent reports upon special themes relative to the development, nature, influence, etc., of the various historical types of physical training.

(1) *Ancient Period.* Egyptian, Jewish, Greek and Roman, funeral games, periodic games, special attention to Olympic. Prize and honor systems, rise and influence of professionalism on Greek games. Motives and place of Greek physical training. Public and gladiatorial games of Rome, amphitheaters and circuses, baths, etc.

(2) *Medieval Period.* Attitude of church towards the body. Divorce between natural and spiritual. Relationship of feudalism, rise and characteristics of chivalry. Knightly tournaments.

(3) *Modern Period.* The renaissance, opinions and influence of writings of Mercurialis, Rabelais, Montaigne, Luther, Locke, Rousseau. Work and influence of Basedow, Pestalozzi, Mulcaster, GutsMuths, Salzmann, Nachtegall, etc., with special attention to Jahn and Ling and their successors. History and type of physical exercise in England—athletics of English schools and colleges. Olympic games as revived by Baron Pierre de Coubertin. Origin of important games, e.g., football, tennis, golf, cricket, etc.

(4) *The American Movement.* Early interest at Round Hill, Harvard, Yale. Manual training movement in educational institutions. Revival of popular interest led by Dio Lewis, Beecher and others. Origin, development and types of physical training in colleges and universities. History and influence of the various normal training schools. Summer schools, conferences. Important organized and administrative bodies. American Physical Education Association and its sections. North American Turnerbund, Amateur Athletic Union, Intercollegiate Association of United States, Athletic League of North America, Y. M. C. A. Physical Directors' Society, Athletic Research Society. Special attention to the growth and present features of Y. M. C. A. and International Committee physical department. Work and influence of prominent leaders—Dio Lewis, Dr. Hitchcock, Dr. Sargent, Dr. Seaver, R. J. Roberts, Dr. Hartwell, William Wood, Dr. Gulick and others. Publications, *American Physical Education Review, Triangle* and *Physical Education, Physical Training, Mind and Body, Posse Gymnasium Journal,* etc.

55. Massage

Professor Betzler, Sophomore year, fall term, eight weeks, five hours per week, 40 points or 4 units.

In the classroom work consideration is given to the technical procedures of massage, including touch, stroking, friction, kneading, vibration, percussion and joint movements; under physiological effects the general stimulating reflex, sedative and restorative influences are discussed, as well as the effect upon muscular system, nervous system, circulation, respiration, digestion, nutrition and elimination. Special emphasis is placed upon such therapeutic applications as come legitimately within the sphere of the physical director, e.g., bruises, sprains, neurasthenia, etc.

Each student has clinical practice under supervision for two hours per week and is required to pass a satisfactory examination in both theory and practice.

References: "Art of Massage," Kellogg; "Handbook of Massage," Kleen; "Practical Massage," Nissen; "On Sprains," Moullin; "Medical Gymnastics," Posse.

56. First Aid

Professor Betzler, Freshman year, fall term, five weeks, five hours per week, 25 points or 2½ units.

This course offers in detail a consideration of cause, nature and treatment of bruises, wounds, burns, scalds, bites, sprains, dislocations, fractures, faints, shocks, hemorrhage, asphyxia, etc.; nature and effects of poisons, antidotes, narcotics and stimulants; kinds and uses of bandages, dressings, antiseptics and disinfectants, emergency kits, etc.

The purpose of both theoretical and practical work is to qualify the students to render efficient service in cases of emergency. Upon passing a satisfactory examination, students may secure a certificate and diploma from the National First Aid Society.

Text-book: "Immediate Aid to the Injured," Morrow.

57. Physical Training Seminar

Dr. McCurdy and Professors Affleck, Berry, Betzler, Johnson, Schroeder and Young. A seminar will be held on advanced work in physical training, at which there will be presented original work done by the faculty, graduate students and undergraduates and by other specialists. The seminar will keep abreast of the newer lines of physical training and is required of Junior and Senior students in the physical course and is elective for Freshmen. Junior credits, 20 points or 2 units. Senior credits, 20 points or 2 units.

Each Senior student who is a candidate for a degree will prepare a thesis upon some topic related to the course of study. This thesis will count for 175 points or 17½ units. This work must be done under the direct supervision and coöperation of one of the instructors. The title of the thesis shall be engrossed upon the diploma and ranked either as satisfactory, worthy of praise, worthy of high praise, worthy of very high praise, or worthy of highest praise. The two higher grades will be given only for work that is original. The thesis in order to be graded must be typewritten and bound before May 15. Theses presented at graduation become the property of the College. They may be published only with the consent of the College and under the conditions outlined by the College.

Seminars, 1916-17

W. H. Ball, Secretary International Committee, New York City. "Physical Education on Railroad Systems."

P. P. Phillips, Director of Physical Education, Buenos Aires, Argentina. "Physical Education in South America."

J. H. McCurdy, M. D., Director Physical Course, Y. M. C. A. College, Springfield, Mass. "The Work of the United States High School Commission on Physical Education."

Student Theses, 1916-1917.

Graduate Students.

H. C. Buck, Major—"A Normal Course in Physical Training for Grade School Teachers." Minor—"A Normal Course in Playground Work for Grade School Teachers."
G. E. Goss, "Anthropometry of the Filipinos."

Students.

B. W. Beach, "Questionnaire: Administration."
H. O. Dresser, "The Effect of Smoking on Rifle Shooting."
W. N. Greim, "Trunk Box Volumes."
S. Hinman, "Effect of Exercise on Pulse Pressure."
H. Hoogesteger, "Tests to Determine Cardiac Efficiency."
H. H. House, "History and Development of Baseball Pitching."
F. L. Jouannet, "High and Fancy Diving."
J. W. Jefferson, "Calisthenics and Posture Training."
L. G. Kranz, "Posture Training—Its Place in the Physical Director's Curriculum." "Work in Connection with a Schematograph."
F. A. Lenhardt, "Skating."
J. E. Middagh, "Physical Education in the High Schools of New Jersey and Pennsylvania."
J. R. Newell, "High School Administration."
C. Olson, "High Schools in Ohio, Missouri and Kentucky."
R. H. Peters, "Questionnaires: Administration."
H. Roberts, "Physical Education in the High Schools of Arizona, California, Montana, Nevada, Washington, Idaho."
S. C. Staley, "Text-Book on Gymnastic Dancing."
G. T. Stafford, "Philanthropic Activities in the Catholic Church."
E. A. Thorn, "Civic Associations and their Relations to the Town."
C. C. Wilson, "Physical Director and the Liquor Problem."
W. H. Whiting, "Physical Education and Hygiene in New York Schools."
W. C. Wade, "Pulse Pressure and Training."

Physical Education Practice

The aim is to qualify students as teachers of gymnastics, athletics and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man. Muscular strength and coördination are to be developed only so far as they increase vitality. Class rather than individual work is emphasized and the elements of recreation and moral discipline are sought. Physical education is rapidly evolving. The aim is to fit the student for

the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness.

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Freshman year and is continued through the four years for students in the physical course and through two years for students in the secretarial course. This work is divided into three parts: First, that in the pupil's own class; second, the normal practice classes; third, the work in the paid positions. The class normal practice is under the direct supervision of the instructors; for example, the Junior class in calisthenics is divided into several squads with a teacher in charge of each squad. This practice occurs regularly in addition to the course of lectures on pedagogy. A recitation course in gymnastic nomenclature and athletic rules is given in connection with each year's floor and field work. Each unexcused absence from class deducts one per cent from the theory or practice grade; e.g., fall athletic theory, indoor gymnastic practice. Two tardy marks count as an absence.

In the paid positions fifty-five men are this year receiving practice and in addition are earning the whole or a part of their expenses.

58. Normal Practice Courses, I, Ia, II, IIa, III, IIIa

These courses include observation work in the various physical activities, practice teaching in gymnastics, athletics, aquatics and games, officiating and executive work in all these activities.

The Springfield high schools and the grammar schools use the College grounds as headquarters for their outdoor activities. The Sunday School Athletic League uses the College equipment and plant for both outdoor and indoor exercises. In addition to the instruction of the regular students, 1,000 boys and young men receive instruction in the College gymnasiums and on the athletic fields. One hundred and thirty-five different men acted as leaders in 9,665 physical practice events, divided as follows: Baseball 255, basket ball 1,300, football 156, soccer 351, gymnastics 1,952, boys' club 693, track athletics 130, student tutors 2,887, hockey 15, swimming 1,926. As a result of this training, students are in demand as teachers, coaches and officials in Associations, schools, colleges and clubs within a radius of seventy-five miles.

Practice teaching within the individual class under criticism and observation work in Springfield and vicinity under the supervision of the class instructor are conducted by the class teachers as noted below.

Normal Practice I, II, III

Normal Practice I.

Freshmen, Professor Schroeder.

Indoors. The class will be divided into small sections for marching, free exercises and dumb-bells. Each section will have an assigned leader

who will teach the lessons suggested by the instructor, who will later discuss the pedagogy of the lesson taught and call the attention of the class to the principles and methods involved.

Normal Practice II.

Sophomores, Professor Berry.

Outdoors. Men will be assigned as officials in soccer and Rugby.

Indoors. The class will be divided into small sections. The appointed leader for each section will have practice in teaching marching, calisthenics, including wands and Indian clubs by imitation and command, and practice in officiating games. One half hour is later devoted to criticism and suggestions regarding such work.

Normal Practice III.

Juniors, Professor Schroeder.

Indoors. Men will be assigned to lead marching, calisthenics, apparatus exercises and games in their own or other classes.

Normal Practice IV.

Seniors, Dr. McCurdy, Professor Schroeder.

The Seniors will plan new work, subject to the criticism and suggestions of the class and the teachers. They will be assigned observation and teaching practice outside their regular instruction periods.

Normal Practice Ia, IIa, IIIa, IVa

Professors Johnson and Schroeder

Credits are allowed only when report slips are turned in within forty-eight hours after the work has been done. Men are encouraged to find opportunities for normal practice. Assignments are made preferably for work the student has found for himself.

Normal Practice Ia.

Freshman, 20 points or 2 units.

Freshmen may elect 20 hours of practice teaching.

Normal Practice IIa.

Sophomores, 20 points or 2 units.

Assigned work with the various classes and leagues.

The work is squad teaching and officiating.

Normal Practice IIIa.

Juniors, required, 30 points or 3 units.

Assigned work in teaching, officiating and coaching.

Normal Practice IVa.

Seniors, 30 points or 3 units, elective and assigned work in teaching.

Assigned work in the promotion, management and officiating of meets, in the organization of classes for various groups of boys and young men, and in individual work with special cases.

59. Outdoor Work—Fall Term

Graduates of accredited colleges take during their Junior year Sophomore Rugby theory and Sophomore soccer theory and practice. Regular Junior and Senior work is taken during the Senior year.

Rugby Football

(1) Freshmen, Professor Schroeder, eight weeks, three days per week.

(a) *Practice,* 24 points or 2½ units. Instruction is given in methods of handling the ball, including punting, in playing the various positions and in team play. Minimum tests—charging, punting, 25 yards, handling punts, forward passing.

(b) *Pedagogy,* 12 points or 1 unit. This will cover a thorough discussion of the playing rules for the current season, particularly from the standpoint of the player.

(2) Sophomores, Professor Berry, eight weeks, three days per week.

(a) *Practice,* 24 points or 2½ units. Students are taught punting, drop place kicking, tackling, blocking, interfering and other fundamentals. They continue their team practice begun in the Freshman year in teams graded according to ability. Minimum tests—punting 30 yards, drop and place kicking 20 yards, two goals out of five trials. Examination on tackling dummy and on catching punts.

(b) *Pedagogy,* 12 points or 1 unit. The rules are studied during this year from the standpoint of coaching and officiating. The theory consists of lectures and discussions on the history and development of the game. It covers football fundamentals and discussion of the old and new game.

(3) Juniors, Professors Schroeder and Johnson, eight weeks, two days per week.

(a) *Practice,* 16 points or 1½ units. The Juniors are assigned to practice in groups, according to their proficiency.

(b) *Pedagogy,* 8 points or 1 unit, Professor Johnson, two days per week. The men will receive instruction and practice in officiating.

(4) Seniors, Dr. McCurdy, two days per week. Men must elect Rugby or soccer. The development of strategy and methods of coaching will receive careful consideration. Physical condition will be studied in relation to individual and team development. This work will be taken with varsity theory on Tuesdays and Thursdays. Observation work will be required.

(5) Varsity team, Dr. McCurdy, faculty adviser and coach; Professors Berry and Schroeder, assistant coaches.

(a) *Practice,* 20 points or 2 units. Careful attention will be given to the development and rounding out of a team.

(b) *Pedagogy,* 10 points or 1 unit, will be taken with the Seniors on the two days devoted to strategy.

Soccer Football

Eight weeks, two periods per week.

(1) Freshmen, Professor Schroeder.

(a) *Practice,* 16 points or 1½ units. The introductory work consists of the training of the judgment in locating the ball, then in controlling it by means of foot, body and head. This is followed by passing and running with the ball and develops into a combination of play.

(b) *Pedagogy,* 8 points or ½ unit. The classroom sessions consider the history and rules for the season, the value of the game from the standpoint of the player.

(2) Sophomores, Professor Berry.

(a) *Practice,* 16 points or 1½ units. This consists of team work in the open field and later against opponents, the emphasis being placed upon passing and combinations.

(b) *Pedagogy,* 8 points or ½ unit. This consists of discussions of the individual duties of the players in each position, together with the function of the units, forwards and backs, especially in offense.

(3) Juniors, Professor Schroeder.

(a) *Practice,* 16 points or 1½ units. This consists in the perfecting of team playing, the development of strategy, use of signals and the essentials in coaching and officiating.

(b) *Pedagogy,* 8 points or ½ unit. This covers the interpretation of rules, the development of team playing, especially defensive, the essentials of coaching and instruction concerning officiating.

(4) Seniors, Professor Affleck.

(a) *Practice,* 8 points or ½ unit. This consists of assigned work in connection with coaching the various units of a team, officiating, recording and criticising plays.

(b) *Pedagogy,* 8 points or ½ unit. This is taken with the varsity team and consists of development of strategy, discussion and criticism of games played, essentials in conditioning, coaching and officiating.

(5) Varsity team, Professor Affleck, faculty adviser and coach.

The entire schedule is played in the fall term.

(a) *Practice,* 24 points or 2 units.

(b) *Pedagogy,* 8 points or ½ unit.

In addition to the work outlined for Seniors chief attention is given to the development of the team.

Cross Country—Hare and Hound

(1) Freshmen, Professor Schroeder, 5 points or ½ unit.

(a) *Practice.* Each Freshman is required to participate successfully in at least one hare and hound chase, varying from four to ten miles according to his ability. For this purpose the class is divided into groups which run separately, each group being in charge of a squad leader who is responsible for performance of individuals in his charge.

(b) *Pedagogy.* For some days before the chase the class is instructed in the custom and rules of the contest, those selected as hares receiving special suggestions concerning legitimate devices to outwit their pursuers.

60. Outdoor Work—Winter Term

Hockey

(1) Freshmen, Professor Schroeder.

(a) *Practice,* 5 points or ½ unit. From time to time, as weather permits, practice is given in skating, individual handling of stick and puck, and in team games. The plan is to have ten days in all devoted to supervised practice. In addition to prescribed class work much time is given by students singly or in groups to the enjoyment of this sport.

(b) *Pedagogy,* 5 points or ½ unit. Sufficient classroom time is given for a study and discussion of the playing rules of the game.

(2) Sophomores, Professor Berry.

(a) *Practice,* 5 points or ½ unit. Further training along the lines for the Freshmen, laying emphasis on the development of the team game.

(b) *Pedagogy,* 5 points or ½ unit. Discussions of the team game and coaching and officiating.

(3) Varsity team, Professor Affleck, faculty adviser, 10 points or 1 unit. During suitable weather two practices per week are held and a schedule of match games varying from six to ten is played.

61. Outdoor Work—Spring Term

Graduates of accredited colleges take, during their Junior year, Junior track theory and practice and Junior theory and baseball practice. Regular Senior work is taken during the Senior year.

Track and Field Events

Two days per week for six weeks.

(1) Freshmen, Professor Schroeder.

(a) *Practice,* 18 points or 2 units. *Starting and Sprinting.* The class will receive instruction in the different styles of starting, with a discussion of the reasons for adoption or rejection of each style in sprinting, with a study of such points as body inclination, leg swim, leg drive, stride, reach and angle of feet.

Running High Jump. The class will note the distance, speed and direction of run for take off, the turning out of the toe, the crouch, the use of arms and back, the turn and the proper use of both the jumping and the swinging leg.

Pole Vault. Instruction is given in the methods of carrying the pole during the run and take off, the distance and speed of the run, the relation of the grasp of the hands to the height of the cross bar, the distance of the pole and jumping foot from the cross bar, with the considerations which influence these distances, the time relations of the take off, pull up, slide, leg lift and turn.

Shot Put. The student is taught the method of holding the shot, position of the elbow, of the feet in the circle, of the trunk and legs after the hop, the distance gained during the hop and the time of the arm thrust.

(b) *Pedagogy,* 6 points or ½ unit. The theory will cover the pedagogy of the events taught.

(2) Sophomores, Professor Schroeder.

(a) *Practice,* 18 points or 2 units. *Hurdles.* Instruction is given in the leg swing, stride, reach and angle of feet, the number of strides to first hurdle, the character and number of strides between hurdles, the methods of bucking hurdles, the time to cut down over a hurdle, the time to cut forward with the right leg, the abduction of the thigh and the eversion of the foot.

Running Broad Jump. The class learns the best method of getting the take off, the distance of the first and second mark, the effect of the last stride being too long or too short, the crouch, the position of the knees after the rise from the take off, the time of the forward thrust of the feet, etc.

Hammer Throw. (a) Without turn. Instruction is given in the position of the feet, the plane of the circle, the pull of the body to balance the hammer, keeping the hammer behind the body and to the right. (b) With turn. The keeping speed of turn up to speed of hammer, the pivot on the left foot; with the double turn the class notes the necessity of bringing the low point of the hammer nearer to the front, of keeping the first turn slow and the second rapid enough to keep ahead of the hammer.

Discus. The class learns the position of the discus in the hand, the position of the feet in the circle, the methods of making the turn, keeping the throwing arm behind the body, of delivery and securing a good scale.

(b) *Pedagogy,* 6 points or ½ unit. The class will study the pedagogy of the events taught and the rules of athletic competition, including those of the Young Men's Christian Association, the Amateur Athletic Union and the Intercollegiate Athletic Association.

(3) Juniors, Professor Schroeder.

(a) *Practice,* 18 points or 2 units. *Javelin Throw.* The class is taught the proper method of carrying the javelin, the grip, the throwing arm kept well back, point of the javelin in direct line, the reversal of feet and final release of the javelin.

Running Hop, Step and Jump. The class learns the method of securing the take off, position of the body on the hop, distance of the step and the final effort in the broad jump.

Standing High Jump. Instruction is given in the position of the body preparatory to the jump, the arm swing, the rock, the leg action, the bodily position over the bar and the dismount.

Standing Broad Jump. Instruction is given in the position of the body preparatory to the jump, arm swing and heel raising, angle of the body, leg push, final leg swing for distance and vigorous arm action.

440-yard Dash. Instruction is given to the class in securing the proper start, the dash for the first turn, track tactics, stride, and the final spurt to the tape.

(b) *Pedagogy,* 6 points or ½ unit. The class will study the pedagogy of the events taught.

(4) Seniors, Professor Schroeder.

(a) *Practice,* 18 points or 2 units. The class will review the various athletic events of the previous years and will be given opportunity for specialization. Work is assigned in the promotion, management and officiating of games and meets.

(b) *Pedagogy,* 6 points or ½ unit. Students will study coaching and discuss the common faults of competitors from the teacher's standpoint. The daily schedule of training for various events will be studied. The management of athletic meets is considered.

Baseball

Six weeks, two days per week.

(1) Freshmen, Professor Johnson.

(a) *Practice,* 18 points or 2 units. Three hours per week on work of the fundamentals—bunting, straightaway hitting, fielding, base running, base sliding, etc., team practice.

(b) *Pedagogy,* 6 points or ½ unit. One hour per week spent in a careful study of baseball rules, scoring, theory of batting.

(2) Sophomores.

(a) *Practice,* Professor Johnson, 18 points or 2 units. Three hours per week. Continued practice in the fundamentals, but more time spent on development of team play.

(b) *Pedagogy,* Professor Berry, 6 points or ½ unit. One hour per week. Review of rules and scoring, discussion of base running, position play and of the modern team game.

(3) Juniors.

(a) *Practice,* Professor Johnson, 24 points or 2½ units. Three hours per week. Offensive and defensive team work. Further development of team work with special practice of fundamental offensive and defensive plays.

(b) *Pedagogy,* Professor Berry. Further discussion of offensive and defensive team play, discussion of batting strategy, the training and coaching of teams and of organized baseball.

(4) Seniors, Professor Berry. Seniors electing baseball will take the theory with the varsity squad. Men not candidates for varsity squad will be grouped into class teams according to their ability, practicing at the regular class period.

(5) Varsity team, Professor Berry, coach and faculty adviser, Professor Johnson, assistant coach.

One hour, four days per week. Theory and practice of the modern team game. Indoor practice as time permits, beginning in February. Preparation for regular schedule of the first and second teams.

(6) Baseball (elective). Pitching. Mr. Ray L. Fisher. Four weeks, 12 lessons. Fee, $5.00. The course is designed to aid coaches in the training and development of pitchers and to assist in their own improvement as pitchers.

Tennis

Professor Cheney.

Tennis has not as yet been organized as regular class work, except for the Senior secretarial men, but much interest is taken by the students in this sport. At least one annual tournament continuing for two weeks or more is conducted. The construction of ten additional courts furnishes adequate facilities for the development of this sport.

The College tennis team meets frequently with representative teams from clubs and colleges of the city and vicinity; 10 points or 1 unit.

Playground Practice Course

Freshmen, Professor Schroeder.

(1) *Younger Children, ages 6 to 9.*

Cat and Rat, Drop the Handkerchief, Hill Dill, Fox and Geese, Maze Tag, Partners' Tag, Flowers and the Wind, Wood Tag, Bird Catcher, Queen Dido Is Dead, Still Pond, Milking Pails, As We Go Round the Mulberry Bush, Draw a Bucket of Water, Threading the Needle, London Bridge, Soldier Boy, Rabbits' Nest, Good Day, The Beater Goes Around.

(2) *Older Children, ages 10 to 12.*

Prisoner's Base, Duck on the Rock, Relay (using objects), Dodge Ball (speed), Progressive Dodge Ball, Front Duty, Roly-Poly, Tip Cat (sides), Baste the Bear, Third Tag and Run, Poison, Over and Back, Day Ball, Number Ball, Head and Tail Tag, Snatch the Stick, Pom Pom Pull Away.

(3) *Boys, ages 13 and over.*

German Ball, Playground Ball, Long Base, Captain Ball, N. Y. Captain Ball, Kick Ball, End Ball, Corner Ball, Newcombe, Indoor Soccer, Goal Ball, Volley Ball, Post Ball.

Canoeing

Six weeks, one day per week.

(1) Freshmen, Professor Affleck.

(a) *Practice,* 6 points or ½ unit. For this purpose the students are divided into groups, and under supervision paddle on the lake in varying weather conditions. Special attention is given to bow and stern paddling, racing, single, double and four paddle, tilting and other sports, loading, launching, carrying, righting and reëntering from water, etc.

(b) *Pedagogy.* Consideration is here given to canoes and boats—materials, shapes, sizes, advantages and disadvantages of each, handling, launching, landing, carrying, loading, care and repair, etc. Paddles—materials, shapes, sizes, uses, etc.

For the storage of canoes, boats, etc., belonging to private parties or classes an annual charge of $2.50 is made.

Camping

Six weeks, one day per week.

(1) Freshmen, Professor Affleck.

(a) *Practice,* 6 points or ½ unit. The groups detailed for canoe practice land at Gerrish Grove and there practice under supervision the various phases of camping, including selection of sites, pitching and striking tents, building and extinguishing fires, preparation of meals, participating in camp games and sports, nature study and woodcraft.

(b) *Pedagogy.* Studies are conducted in organization and conduct of camps, including sites, equipment, daily programs of activity, individual outfits, side trips, nature study, cooking and serving meals, camp rules and regulations, camp "wrinkles," stories, etc.

62. Indoor Work—Fall, Winter, Spring Terms

Graduates of accredited colleges take during their Junior year five days per week with the Sophomore class. During their Senior year they take two days per week with the Senior class and three days per week with the Juniors. They are required to pass all tests. Varsity men in soccer and Rugby may be excused from fall gymnastics provided their grades warrant it.

Marching

Nineteen weeks, five days per week.

(1) Freshmen, Professor Schroeder.

(a) *Practice,* 12 points or 1 unit. Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Accuracy of movement, prompt response and good posture are emphasized; maze running also receives attention.

(b) *Pedagogy,* 5 points or ½ unit. This includes the material covered in the "Manual of Marching" by Cornell & Berry.

(2) Sophomores, Professor Berry.

(a) *Practice,* 12 points or 1 unit. Review of elementary marching and the practice of fancy marching. Practice is given in leading.

(b) *Pedagogy,* 5 points or ½ unit. A comparative study of the different books on tactics will be made, e.g., "United States Drill Regulations," Cornell & Berry, Arnold, Betz, Anderson, Crampton, Schrader.

(3) Juniors, Professor Schroeder.

(a) *Practice,* 12 points or 1 unit. A minimum of time will be devoted to marching. Students are assigned for leading each day.

(b) *Pedagogy,* 5 points or ½ unit. This will include discussions of the mistakes in commands and the pedagogy of command work in general.

(4) Seniors, Dr. McCurdy and Professor Schroeder. Students will be required to give definite lessons in marching as part of a day's lesson for classes in the Y. M. C. A., school and college.

Calisthenics

(1) Freshmen, nineteen weeks, five days per week, Professor Schroeder.

(a) *Practice,* 24 points or 2½ units. Instruction is given both by imitation and by command. Emphasis is laid on hygienic work which permits large classes to be handled effectively. Roberts' "Home Dumb Bell Drill" and McCurdy's "Dumb Bell Drill" are taught as samples of hygienic work.

Typical lessons for corrective, rythmical and response work are given.

(b) *Pedagogy,* 15 points or 1½ units. The "Calisthenic Nomenclature" by McCurdy, is used as the basis for theory work in nomenclature. The importance of correct posture is emphasized. The students will examine types of exercises used for boys in the Young Men's Christian Associations, boys' clubs and in the public schools. These types will be studied by personal observation in Springfield and an examination of the literature of such observation in Springfield, Cleveland, New York, St. Louis, etc. Three typical hygienic lessons for boys and three of the command type will be required as a part of the examination.

(2) Sophomores, nineteen weeks, five days per week, Professor Berry.

(a) *Practice,* 24 points or 2½ units. The class is divided into groups for practice teaching, using both the imitation and command methods. Instruction is given in the wand drills by Gulick and by McCurdy, and additional work with the steel wands and with bar bells. Class exercises with Indian clubs are given.

(b) *Pedagogy,* 15 points or 1½ units. The class will review rapidly the work covered in the Freshman year in the "Calisthenic Nomenclature," by McCurdy. They will study carefully the official nomenclature of the Young Men's Christian Associations for all forms of calisthenics. Dr. Arnold's nomenclature will be studied. Students will study the work for boys of high school age in the Young Men's Christian Association and in the public and private secondary schools. This will include observation work and a study of the literature. Six typical lessons for adolescent boys will be required as part of the examination.

(3) Juniors, nineteen weeks, three days per week, Professor Schroeder.

(a) *Practice,* 20 points or 2 units. The work includes practice teaching in the class and assigned teaching outside the class. Instruction is given in Indian clubs and single sticks.

(b) *Pedagogy,* 15 points or 1½ units. This will include a study of the nomenclature with practical demonstrations by the class. The construction of series of exercises for different groups of individuals will receive attention. The class will study the exercises for men of college age and of adult life such as are found in the young men's and business men's classes of the Young Men's Christian Association and in college classes for students and faculty. This study will include personal observation and a study of the literature.

Text-books: "Official Nomenclature of the Young Men's Christian Association"; "Calisthenic Nomenclature," McCurdy; and reference literature.

(4) Seniors, twenty-seven weeks, two days per week, Dr. McCurdy and Professor Schroeder.

(a) *Practice,* 20 points or 2 units.

(b) *Pedagogy,* 15 points or 1½ units.

The order of development of the exercises for the individual lesson is studied from its physiological and pedagogical aspects. From the abundance of material the teacher must be trained to select those exercises which are scientifically correct and in addition those which have intrinsic interest in themselves.

The lectures and recitations in calisthenic pedagogy will discuss the common faults in teachers and the essentials of good teaching.

The men will review rapidly the work for elementary, secondary and adult pupils and assignments will be made for additional study of the group on the basis of the interest of the student.

Six typical lessons for business men, for professional men and for college students will be required.

Dancing

Nineteen weeks, five days per week.

(1) Freshmen, Professor Schroeder.

(a) *Practice,* 12 points or 1 unit. Instruction is given in elementary gymnastic dancing. This includes the elementary steps by McCurdy in Cornell & Berry's Manual and the general steps covered in "Gymnastic Dancing" by Davison. Some of the dances used are Carrousel, I See You, Shoemakers' Dance, Children's Polka, German Clap Dance, Danish Dance of Greeting, Ace of Diamonds, Washing Song, English Harvesters' Dance, Norwegian Mountain March, Irish Jig, Irish Lilt and Barn Dance. Instruction is given in simple dances adapted for elementary work and folk dancing for playground use.

(b) *Pedagogy,* 5 points or ½ unit. A discussion of the types of music most useful in gymnastic dancing.

(2) Sophomores, Professor Berry.

(a) *Practice,* 12 points or 1 unit. Instruction is given in gymnastic and athletic dancing and in more advanced folk dancing. The chief dances used are Sailors' Hornpipe, Hebbert's Schottische, Hebbert's Polka, Zig Zag Four Step, Reap the Flax, The Oxen Dance, The Csardas Dance.

(b) *Pedagogy,* five points or ½ unit. The class will discuss the fundamental dancing positions according to Zorn, Chalif and Perrin and the development of gymnastic dances for class use. Collections of dances will be discussed, e.g., those by Crampton, by Burchenal, by Rath, by Chalif and Davison.

(3) Juniors, Professor Schroeder.

(a) *Practice,* 12 points or 1 unit. The class will learn some new dances. The following list indicates the character of the dances given: Jumping Jacks, May Pole Dance, Morris Dances, English Country Dances, Highland Fling, Dixie Rubes and Russian Dances.

(b) *Pedagogy,* 5 points or ½ unit. The place of gymnastic dancing in

the curriculum will be considered. The feminine and masculine types of grace will be studied in their relation to types of dancing.

(4) Seniors, Professor Schroeder. Dance building will be studied. Observation work in Associations, schools and recreation centers will be required.

Text-books: "Text Books of Dancing," Chalif; "Aesthetic Dancing," Rath.

Heavy Apparatus

(1) Freshmen, nineteen weeks, five days per week, Professor Schroeder.

(a) *Practice,* 24 points or 2½ units. Hygienic or organic work receives large emphasis. Exercises allowing rapidity of approach, momentary support and quick retreat are used. A large number of exercises of moderate endeavor rather than a few of maximum effort are taught. The bounce board is used with the mat exercises, the horse, buck and parallel bars to facilitate rapid approach. The course covers a large variety of elementary movements. The essential fundamental movements of intermediate difficulty are taught, including on the parallels from upper arm hang the upstarts, uprises and rolls, from stand at the end of bars, combinations of single and double circles with seats; on the side horse the circles (a) from floor to rest, (b) from floor to floor, (c) from rest to floor, (d) from rest to rest; on the long horse the back, flank and straddle vaults and mounts, on the low horizontal bar the back circles, knee circles and upstarts; on the high horizontal bar the knee upstart, knee circles, upstart. These intermediate exercises receive a minimum of time. The object is to give men who have had little gymnastic experience instruction which will enable them to work up outside of class the fundamentals of intermediate apparatus exercises.

The chief purpose of the Freshman year is to teach a large variety of the rapid mass work which is adapted to the average class which the men will have to teach.

(b) *Pedagogy,* 15 points or 1½ units. The class will discuss the Young Men's Christian Association's Official Nomenclature for the mat and apparatus exercises used. The colleges and secondary schools also use this nomenclature.

(2) Sophomores, nineteen weeks, five days per week, Professor Berry.

(a) *Practice,* 30 points or 3 units. Intermediate exercises on the heavy apparatus are taught. The type is such as is ordinarily taught to intermediate and advanced classes, including the leaders' group. The athletic side of gymnastics is fostered rather than the slow exercises of strength where the body is held in static positions, e.g., levers.

Some of the minimum tests indicate the character of the work.

Parallel Bars. Upstarts from upper arm hang, shoulder stands, forward rolls, single and double circles on end of bar, single leg circles in center of bar.

Low Horizontal Bar. Short underswing upstart; short back circles mat to mat, mat to rest, and rest to rest, each with straight back; single and double knee circles front and back, front rest, squat vault dismount.

High Horizontal Bar. Upstart, short back circle from floor to front rest and from rest to rest. Knee upstarts outside and between hands, changes from front to back rest, knee circles forward and backward, hock dismount.

Side Horse. Front vault with back and arms straight, high side vault, single leg circles in both directions from front and back rest, side scissors in both directions, double back vault mount to cross riding seat.

Long Horse. Mounts and vaults, back, front, squat and flank, rolls on croup and saddle.

Mat Exercises. Throws and balances with one lying on mat, upstarts, head and hand springs.

(b) *Pedagogy,* 15 points or 1½ units. The class will complete the study of the Young Men's Christian Association Official Nomenclature. They will examine the nomenclature of the Germans as illustrated by Stecher's "German-American Gymnastics," Puritz' "Code Book of Gymnastics," and "Hints to Gymnasts," by Harvy.

(3) Juniors, nineteen weeks, three days per week, Professor Schroeder.

(a) *Practice,* 20 points or 2 units. Instruction is given in advanced exercises on the heavy apparatus and in tumbling, including brother acts. The character of the apparatus exercises is indicated by the following minimum requirements:

Parallel Bars. Long and short underswing upstarts at the end of bars, back shoulder roll to shoulder stand (straight back), long or short underswing upstart at end of bars to shoulder stand, double rear vaults at end and center of bars, upper arm hang upstart to shoulder stand and forward roll upstart.

Low Horizontal Bar. Long underswing back upstart, long underswing back uprise, front rest drop back upstart, foot, heel or toe circles.

High Horizontal Bar. Upstart with short back circles, back upstart, or back uprise, uprise with or without short back circle, long underswing to front rest (straight back).

Side Horse. Feints with full leg circles to front rest, feint double back vault dismount, double back vault right or left, hand spring forward, leg circles from seat astride right or left hand.

Long Horse. Back vault hands in saddle, squat vault hands on saddle or neck, back scissors vault, head stand in saddle from run, head spring from neck.

Tumbling. Head springs, hand springs, mouths, hand balances and somersaults, including the pitches and throws by a helper.

(b) *Pedagogy,* 15 points or 1½ units. Methods of teaching apparatus exercises and catching men in the difficult movements are thoroughly discussed.

Seniors, twenty-seven weeks, two days per week, Dr. McCurdy, Professor Schroeder.

(a) *Practice,* 20 points or 2 units. Electives will be allowed.

(b) *Pedagogy,* 15 points or 1½ units. The principles of progression are thoroughly discussed.

Varsity gymnastic team. Professor Schroeder, faculty adviser.

The gymnastic team gives exhibitions during the winter season in the Young Men's Christian Associations, schools and colleges. The team this year has been one of the best in the history of the College.

Indoor Games

(1) Freshmen, Professor Schroeder.

(a) *Practice,* 8 points or 1 unit. This class will receive instruction in the mass games adapted to large groups. The following were taught during 1916-17: *General Games:* Spud, dodge ball, kick ball, volley ball, whip tag, three deep, bull in the ring, leapfrog games, squat tag, hand tag, circle tag ball, ball, indoor baseball, playground baseball, fist ball, captain ball, nine count ball, horse and rider, indoor hockey, cross tag, catch and pull, cat and rat, whip tag, squat tag, chariot race. *Racing Games:* Three Indian club race, Indian club circle race, obstacle races, hopping race, basket ball relay, short relay, pushing balls on the floor, other relay races of various sorts, scrimmage ball, schlag ball, battle ball. Students will be taught to play basket ball.

(b) *Pedagogy,* 5 points or ½ unit. The rules of mass games will be studied, using as a basis Chesley's book of "Indoor and Outdoor Gymnastic Games," Part I, and Bancroft's "Games." The basket ball rules for the current season will be studied from the standpoint of playing and officiating.

(2) Sophomores, Professor Berry.

(a) *Practice,* 8 points or 1 unit. The class will practice the games adapted for smaller classes as illustrated by the material in Part II of Chesley's "Indoor and Outdoor Games." They will review the best mass games. Instruction will be given in basket ball, indoor baseball, volley ball, indoor hockey, indoor soccer, scrimmage ball, hang ball, handball, team relays and bowling.

(b) *Pedagogy,* 5 points or ½ unit. The rules for the games used in Chesley's book, Part II, will be studied. In basket ball coaching and officiating will be emphasized. Instruction will be given in bowling and in the rules of indoor baseball, handball and volley ball.

(3) Juniors, Professor Schroeder.

(a) *Practice,* 8 points or 1 unit. Volley ball, handball, schlag ball, basket ball, indoor hockey, three deep, dodge ball, *Indian club race, stride ball, catch and pull, captain ball, corner ball, spud, boat race, *wand relay race, mount ball, *medicine ball tag, *obstacle relay race, heads and tails, swat tag, *mat push, indoor soccer and battle ball are played.

(b) *Pedagogy,* 5 points or ½ unit. This will consist of a discussion of the relative values of the various types of games covered during the four years.

(4) Seniors, Professor Schroeder. The development of indoor team games.

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*Games not played in Freshman or Junior years or given in playground course.

Group Contests (Intraclass)

(1) Freshman, Professor Schroeder.

(a) *Practice.* The class is divided into groups and weekly competitions are held in the following events: 20-50-75-100-220-yard dashes; 440-880-yard runs; standing high jump, standing broad jump, three standing broad jumps, standing hop, step and jump, running high jumps, standing hop, step and jump, running high jump, 12-lb. shot put, pole vault, spring board jump for height, fence vault, rope climb, bar snap for height, potato race, relay race, hexathalon, chinning the bar, goal throwing, baseball throw for accuracy, running high kick, hitch and kick, obstacle race, basket ball, dodge ball, indoor baseball and volley ball.

(b) *Pedagogy.* The class will discuss the pedagogy of mass group contests and the rules governing those used.

(2) Sophomores, Professor Berry.

(a) *Practice.* The class is divided into groups and compete against each other throughout the year in an athletic and game contest. The events include the following: 20-yard dash, fence vault, snap for height on bar or rings, standing high jump, potato race (8), basket ball, volley ball, indoor baseball, running high jump, shot put, spring board jump, potato race, all-round indoor test, intermediate grade.

(b) *Pedagogy.* The class will discuss the rules and methods of scoring of the events used and the organization and management of intraclass contests.

Group Contests (Interclass)

Interclass contests are arranged in Rugby football, soccer, basket ball, ice hockey, baseball, tennis, indoor and outdoor athletics and the hexathalon. These matches are used not merely to determine class championships, but to train the men in correct methods of conducting meets.

The Seniors do not compete in these meets, but serve as officials.

Group Contests (Intercollegiate)

These contests include games with the leading educational institutions of the East, e.g., Yale, Harvard, Princeton, Columbia, West Point, Amherst, Massachusetts State College, Wesleyan, Trinity, Tufts, and with many of the neighboring Young Men's Christian Associations, e.g., New York, Brooklyn, Albany, Schenectady, Pittsfield, Dalton, North Adams, Providence, New Bedford, Norwich, etc. The games in the various schedules are kept down to a minimum number. The contests are arranged chiefly on the College holidays to eliminate conflict with the theory course.

Regulations for Uniform for Indoor Work

(1) *Sleeveless jersey,* worsted, navy blue, neck and arm openings of approved size. On the breast, with its base five inches from the neck opening, an equilateral triangle, five inches on each side, of felt one inch wide.

(2) *Trousers,* navy blue with three-quarter inch white braid stripe on outside seams; foot loops of elastic.

(3) *Belt,* one and one-quarter inch black leather with nickel buckle.
(4) *Shoes,* black leather.
(5) *White coat sweater.*

No numerals, emblems or other ornaments, except the College team emblems, are to be worn on the sweater. The sweater is not required, but the only kind allowed is as described.

All materials, styles, etc., must be submitted to the costume committee, Professor Affleck, chairman, for approval before being worn on the gymnasium floor.

Swimming and Diving

Group assignments are made from each class for instruction in swimming.

(1) Freshmen, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. Individual instruction is given in practicing the various strokes so as to secure confidence and reasonably correct form in the breast, side and back strokes, in diving, plunging, treading water, floating, etc.

Minimum Tests.

Diving for form, shallow, deep, back.
Swim 100 yards using (a) breast stroke, (b) side stroke, (c) any other stroke.
Swim 20 yards on back.
Plunge for distance 24 feet.
Float or tread water for one minute.

(b) *Pedagogy,* 6 points or ½ unit. During the season classroom sessions are held considering the general underlying principles, including buoyancy, floating, details in the various strokes, method of breathing, coordination of strokes and breathing, timing of strokes, standing and running dives, plunging, etc.

(2) Sophomores, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. The practice follows the same general lines, including water polo, according to English rules, water basket ball, the recovery of objects from the bottom, methods of transporting unconscious person in water and of resuscitation.

Minimum Tests.

Dive for form using any three other than those in the Freshman test.
Swim 160 yards using four different strokes for at least 40 yards each.
Swim on back 40 yards using two strokes.
Plunge for distance 30 feet.
Support for one minute unconscious person of same weight as self; transport unconscious man 30 feet.

(b) *Pedagogy,* 6 points or ½ unit. In addition to the theoretical work of the Freshman year consideration is given to the rules of water polo and methods of life-saving and resuscitation.

(3) Juniors, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. This consists of instruction and training in trudgeon and crawl strokes, under water swimming, plunge for distance, relay and speed swimming, fancy diving from spring board, e.g., back, side, deep, shallow, swan, jackknife, handstand, back and front somersault, etc. Games including tag, leapfrog, water polo, water baseball, etc. Life-saving—approach, holds, breaks, methods of transportation and resuscitation.

Minimum Tests.

Diving from spring board for form using at least six different dives.
Swim 200 yards using at least four strokes for at least 50 yards each.
Swim on back 40 yards using for 20 yards (a) legs only, (b) arms only.
Three methods of release and rescue; tow or transport unconscious person of same weight as self 50 feet, resuscitation.

(b) *Pedagogy,* 6 points or ½ unit. Emphasis is here placed upon the finer and more advanced features, methods of teaching, history of swimming, rules and events of competition, records of performance, etc.

(4) Seniors, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. Specialization is allowed in events which students elect.

(b) *Pedagogy,* 6 points or ½ unit. Assigned coaching and officiating is required.

Athletic and Defensive Credits

Three athletic or defensive credits are required of each student before graduation. The student may elect to secure all of these credits in one activity. Each course in boxing, wrestling or fencing will give one credit. Membership on any varsity, school or second team through the playing season will give one credit.

Defensive Exercises

(1) *Boxing,* Mr. Nickerson, 20 points or 2 units.
Individual instruction is given. Men who elect this course are expected to pass satisfactory examinations in the theory and practice of self-defense. Fee, $5.00.

(2) *Fencing,* Professor Berry, Mr. Andraud, 20 points or 2 units.
Fencing is the most popular of the group of defensive exercises. Electives are offered in the subject. Preference is given to upper classes when men are on the waiting list. Men are expected to pass as performers and teachers. Fee, $5.00.

(3) *Wrestling,* Mr. Bretschneider, 20 points or 2 units.

Wrestling is taught with the idea of giving men a thorough knowledge of the various "holds." They are also examined on their ability to teach wrestling. Fee, $5.00.

63. Faculty Control

Faculty Advisers. The chairman of the physical department committee of the student Association will confer with the director regarding general matters of policy in all physical activities. The director appoints faculty advisers for each sport who will advise with the coaches, managers and captains regarding the schedules and management of individual teams. Schedules become official only when they have been adopted by the faculty.

Scholarship Regulations. Men with conditions in more than two subjects (the word subject to mean one term's work in any study) which are one term old shall not represent the College in any public exhibition. Special students may not represent the College unless they are carrying successfully fifteen hours of work per week. Men who are rated by the faculty as special students are not eligible to act as captains or managers.

Financial Regulations. The physical department committee of the student Association and the managers of the respective teams shall deposit all funds received with the College treasurer. The accounts shall be kept on the regular blanks and in a manner approved by the College treasurer. This includes the turning in by the manager of the team sheets with vouchers after each game.

Physical Condition. Teams are limited to men physically fit for the contest in which they wish to engage. Fitness is determined by the director after careful examination at the time of entrance. Additional examinations are made if any doubt exists as to physical fitness.

Outside Competition. Individual students or teams shall not enter competition on other than regularly organized college teams without the consent of the director from September 15 to June 10.

64. Student Control

General Supervision.

The physical department committee of the student Association has general supervision under the direction of the faculty of all varsity, College and class teams in competition. They may recommend to the faculty men competent as coaches for the various teams. If these men are outside the regular faculty, a deposit of an amount satisfactory to the faculty must be made with the College treasurer for the salary of the coaches. All salaries are paid by the College through its treasurer.

Major and Minor Teams. The football, baseball and gymnastic teams are recognized as major teams. Soccer, hockey, basket ball, fencing, swimming, track, wrestling and tennis at present constitute the group of minor teams.

Team Emblems and Certificates.

Team	Uniform	Emblem
Rugby football	White coat sweater	Maroon S
Baseball	White coat sweater	Maroon S
Gymnastic team	White coat sweater	Maroon S
Soccer	White coat sweater	Maroon ASF
Basket ball	White coat sweater	Maroon BSB
Hockey	White coat sweater	Maroon HST
Fencing	White coat sweater	Maroon FST
Tennis	White coat sweater	Maroon TST
Swimming	White coat sweater	Maroon SST
Track	White coat sweater	Maroon TST
Wrestling	White coat sweater	Maroon WST

Team emblems, certificates and class numerals are given by the student Association to those who make varsity, College or class teams. The varsity emblem consists of a six-inch block S, maroon in color. The minor teams have the same emblem with two-inch team letters on each side of the emblem. The second team emblem is a five-inch block S with the figure two inserted in it.

Varsity emblems and certificates are given under the following conditions:

Varsity Emblems.

(1) Each team, with the exception of the gymnastic team, must have four recognized colleges on its schedule.

(2) A man must play in at least two full games or four half games, a half game in baseball to be four and one-half innings. Five innings in a baseball game are credited as a full game for the pitcher. In football two full games, four halves or ten quarters are required.

(3) The gymnastic teams shall have a schedule of not less than eight exhibitions and the individual must take part in at least seventy-five per cent of the team's exhibitions.

Minor Emblems.

(1) The team must have a schedule of at least four games.

(2) The individual must take part in at least two full or four half games.

Class Numerals. These are given to men who play in one full half in any interclass game or win a point in one of the interclass competitions.

Boys' Work Course

The subjects taken by students in the boys' work course are outlined in the diagram on page 47.

It is becoming apparent that practically all men who are to enter the secretaryship or physical directorship of the Association ought to familiarize themselves with work among boys. Much attention is given at the College to studying the social and religious life of boys and methods of helping them. There is increasing demand for secretaries and physical directors among boys. Students desiring to become secretaries of boys' departments will take the regular secretarial course, and students wishing to fit themselves for physical work among boys will take the regular physical course. Students preparing for work among boys will have opportunity all through their course to give special attention to this department.

A seminar under the direction of Professor Cheney has been organized for the men especially interested in work among boys. The object of this seminar is to study the methods of work, the recent literature which has been produced and to bring to the College prominent leaders of work among boys.

So much interest has been manifested in this form of service that the subjects which are taught at the institution bearing upon work for boys are here grouped together. They form an excellent course for preparation for the boys' secretaryship and physical directorship. Many of the leaders in these callings are among the College's recent alumni. The library is equipped with the most up-to-date discussions of adolescent problems. The special courses bearing upon boys' work are as follows:

(1) Boy Physiology and Psychology. Dr. Seerley.
(2) Physiology of Exercise for Boys. Dr. McCurdy.
(3) Studies in Adolescence. Professor Burr.
(4) Religious Education for Boys. Professor Zinn.
(5) General Outline of Work for Boys. Professor Cheney.
(6) Physical Work for Boys. Dr. McCurdy.
(7) Nature Study. Professor Affleck.
(8) Practical Work for Boys. Professors Zinn and Johnson.

(1) *Boy Physiology and Psychology,* Dr. Seerley. This subject is taught in connection with the general course in psychology and may be found in detail on page 53. It will be seen that attention is given under genetic psychology to the study of the laws of mental development as they appear in the boy and young man. The study of the human instincts receives careful attention. In this connection the subject of personal purity from the psychological standpoint is presented, also the influence of heredity, degeneracy and other important subjects.

The course in physiology, which is described in detail on page 62, considers the laws of growth and the conditions of the body at different stages of its development.

(2) *Physiology of Exercise for Boys,* Dr. McCurdy. Instruction is given on the effect of different types of exercise on the physique of the growing boy. The heart rate, pulse characteristics and blood pressure are thoroughly studied. The respiration is carefully treated in its relation to the different types of exercise. Various fatigue problems are considered in their relation to the growth and exercise of the boy. (See page 88.)

(3) *The Social Life of the Boy,* Professor Burr.

(a) The social nature of the boy.

(b) The social organization of boys. Gangs, teams, clubs, etc.

(c) Periods in the development of the social life of boys.

The hunting period: the time of the bow and arrow and Indian play. The agricultural and pastoral period: time of especial interest in care of plants and animals. The constructive period: the time when the passion to make something shows itself. The competitive games stage: the time when individuals play in groups, but without team play. The coöperative period: the time for team play—football, baseball, hockey, etc. The altruistic period: the time when egotism is modified by altruism. Adolescence.

(d) Practical suggestion as to the types of organization best fitted for boys in these various stages.

(4) *Religious Education for Boys,* Professor Zinn. This course, which is outlined on page 49, gives special attention to the all-round development of the boy, making religion the dominant and unifying factor in his life. Religious education recognizes the stages of development through boyhood, youth and young manhood. It seeks to prepare the teacher to deal with the perplexing problems of a growing personality.

(5) *Methods,* Professor Cheney. There is being a rapid development in methods of work among boys. In order that students in this course and all students preparing for the secretaryship may have the latest conception of the best methods, arrangements have been made with a group of leaders in work among boys to give lectures upon the most successful methods of work. The College stands for the same ideal in boys' work as in work for men—that the work of the Association is to advance the kingdom of God, and that all the work must be carried on from the point of view of winning boys and young men to accept Christ. Special attention will be given to methods of helping boys in Christian living, in Bible study and in Christian work.

(6) *Physical Work for Boys,* Dr. McCurdy. The course consists of instruction in the types of exercise best fitted for boys, and of normal practice in leading in gymnastics and sports for boys. The mass class work includes marching, free exercises, dumb-bells, clubs and bar bells. The work on the heavy apparatus includes only the hygienic work where momentary support is required. The course in indoor games includes team games like basket ball and hoop ball. Instruction is given in the various track and field sports, also in the different styles of swimming and diving. Splendid facilities are offered for ice sports on the lake adjoining the College, also on the College rink. Skating and ice sports are taught.

(7) *Nature Study,* Professor Affleck, fall, winter and spring terms, two hours per week. The course in nature study is somewhat informal, being intended primarily for a training of the students in the ability to intelligently study the phases of nature by which they may happen to be surrounded in any given locality. It is not so much the study of the natural sciences as such as it is the development of an attitude of mind whereby inquiry, reverence, pleasure, etc., are developed. It attempts to develop in the students the ability of "seeing the things they look at and drawing proper conclusions from what they see." It is calculated chiefly for use with boys on hikes and excursions, but particularly in summer camps.

(8) *Practical Work for Boys,* Professors Zinn and Johnson. A large number of the students are doing practical work for boys. Many of these are teaching classes in the Sunday school and meeting members during week days for outings, athletic and gymnastic games and social gatherings. During the past summer, three playgrounds and two swimming places were maintained in Springfield and were manned by College students. These furnish an admirable opportunity for experience with boys. In addition to these opportunities the students are fortunate in being able to study an unusually successful work for boys in the local Association and also the work of the Springfield Boys' Club for working boys.

Preparatory Course

As no student can be a candidate for a diploma and be admitted to the regular courses at the College in full standing unless he has a good English education and has attained high school standing in English, general history and mathematics, provision has been made by the trustees for students to make up deficiencies in these branches. As no student can be admitted to the work in physiological physics and chemistry unless he has first mastered general physics and chemistry, the trustees have provided in the preparatory course for instruction in these two branches.

1. English

Mr. Campbell, three terms, five hours per week. The object of this course is to familiarize the student with the use of English. Much attention is given to personal instruction. The study of rhetoric and composition covers that given in a high school or academy.

2. General History

Professor Hyde, three terms, five hours per week. Work is done in broader reading and more or less independent study with reference to informal addresses to the class. Pictures, illustrating the art and architecture of certain periods, are exhibited. The purpose of the course is to

give a foundation for subsequent historical work which is to be done in the College course.

Text-books: "Outlines of European History." Vol. I, "Robinson and Breasted." Vol. II, "Robinson and Beard."

3. Mathematics

Professor Johnson, three terms, five hours per week. The first part of this course is devoted to a review of advanced arithmetic. Algebra is then studied as far as quadratics, and the last term is devoted to mastering the five books of plane geometry.

The text-books used are: "Grammar School Arithmetic," G. A. Wentworth, revised edition; "Elements of Algebra" and "Plane Geometry," revised edition, by same author.

4. Physics

Professor Johnson, fall term, five hours per week. This work is conducted on the laboratory method and is devoted to a study of general physics. It seeks to prepare for the understanding of and research in subsequent studies in bodily mechanics and physiology of exercise.

The text-book used is Milliken and Gale's "A First Course in Physics."

5. Chemistry

Mr. Drew, winter and spring terms, five hours per week. A large share of this work is devoted to laboratory exercises. The course takes up general inorganic chemistry and aims to prepare the student for a later study of physiological physics, hygiene, diet, etc.

The text-book used is "An Elementary Text Book by Morgan and Lyman." The laboratory fee for the course is $3.00.

6. Bookkeeping

Eight weeks. For students who have not an acquaintance with general bookkeeping, a course of study will be offered. This course will familiarize the men with the ordinary principles of keeping accounts, and is preparatory to the advanced course described on page 71.

7. Gymnastics and Athletics

Students in this course will be given gymnastic and athletic exercise, two periods daily, under competent instruction.

General Information

1. Admission

The College is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and if admitted is expected to unite and work with some church of his choice in this city within the first term after his admission.

2. Degrees

Candidates for the bachelor's degree in either the secretarial or the physical course may be admitted on presentation of a certificate of some approved high or preparatory school. It is desirable that candidates for the physical course should elect in high school courses in English, French, German, mathematics, physics, chemistry and history.

Candidates without high school certificates may be admitted under the following conditions:

(1) They must present a certified list of subjects covered, with the grade in each; also the number of recitation periods in each subject.

(2) One recitation period is to count one point.

(3) The total number of points required is 2,880, the same as by the Board of Regents of the University of the State of New York.

(For a suggested outline of courses, see "Secondary Education, Bulletin 607, Syllabus for Secondary Schools," published by the New York State Educational Department, Albany, N. Y. Price 25 cents.)

(4) Candidates must pass examinations in English, mathematics and science 600 points, and in history 400 points.

(5) The additional 1,880 points required are elective.

(6) Candidates must pass examinations in English, mathematics and history under the supervision of the College, but credits will be accepted in other subjects from institutions of recognized standing.

3. Diplomas

Candidates for diplomas in the three-year course in either the secretarial or the physical department may be admitted, provided they satisfy the president that they are qualified for the course which they wish to take.

For entrance to the secretarial course, students must have the equivalent of a high school diploma in:

(1) English, covering grammar, rhetoric and English literature.

(2) History, covering ancient, European, English and United States history.

(3) Bookkeeping and commercial law.

(4) They must also have the equivalent of 300 points additional of high school grade.

For entrance to the physical course, students must have the equivalent of a high school diploma in:

(1) English, covering grammar, rhetoric and English literature.

(2) History, covering ancient, European, English and United States history.

(3) Mathematics, covering arithmetic, algebra and plane geometry.

(4) Physics.

(5) Chemistry.

Students who cannot present satisfactory certificates for work done elsewhere will be required to pass examinations before entrance. Arrangements have been made by the trustees to give instruction to students who may be deficient in English, history, physics, chemistry, mathematics and bookkeeping.

4. Requirements

(1) College and technical school graduates may be given advanced standing if the president finds upon examination that they have satisfactorily completed any subjects in the course for which they are registered.

(2) All men enter the institution on probation. They are recognized as matriculated students only after they have satisfactorily completed one term's work.

(3) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming to Springfield.

(4) Business experience is considered very desirable for men entering the secretarial course.

(5) Admission should be applied for at least two weeks before the opening of the College year (Wednesday afternoon, at four o'clock, September 19, 1917), and all students are expected to be present at the opening exercises.

(6) If at any time a student shows lack of the prerequisites for success, he will be dismissed.

(7) No one will be enrolled as a student unless he is taking two hours' recitation work daily. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

(8) No student who is in arrears to the College will be graduated.

(9) The three days before the opening of College in the fall will be devoted to registration. It is desired that all entering students who have conditions or who are to enter upon examination be enrolled before the opening exercises at four o'clock Wednesday afternoon, September 19, 1917.

5. Estimate of Expenses for the College Year

The following table is based upon the experience of the past five years:

Table board (Woods Hall, $4.00 per week),	$152 00	$152 00
Furnished room with light and heat ($1.25 to $1.75 per week, 38 weeks). A reduction of twenty-five cents per week if paid monthly in advance,	47 50 to	66 50
Tuition. Ten dollars reduction for each half-year if paid in advance,	140 00	140 00
Tuition for preparatory year,	$100 00	100 00
Locker and towel fee,	5 25	5 25
Boxing, fencing or wrestling,	5 00 to	10 00
*Gymnastic and athletic suits,	15 00 to	40 00
Laundry,	12 00 to	20 00
Text and notebooks,	12 00 to	30 00
Laboratory fees and supplies,	10 00	20 00
Class fee,	1 00	1 00
Conventions,	15 00 to	18 00
†Membership in Student Association,	10 00	10 00
Subscription to *Association Men,*	50	50
Subscription to *The Association Seminar,*	1 00	1 00
Subscriptions to physical education magazines,	3 00	3 00
Storage of canoe or boat,	2 50	2 50
	$431 75	$519 75
Senior trip,	36 00 to	50 00
Junior trip,	15 00	15 00
Diploma,	3 00 to	5 00

Tuition is payable for the first half at the opening of College and the second half on the last Monday in January. A reduction of ten dollars for each half-year will be made if this regulation is complied with. There will be no refund of tuition for students leaving six weeks or more after the beginning of the fall term, or six weeks or more after the last Monday in January. Students entering after the beginning of the year will pay tuition for the entire time for which they receive credit unless they are admitted to advanced standing from other institutions. The locker and towel fee is payable with the first instalment of tuition. This fee entitles the student to a locker and the use of one towel per day. A clean towel is furnished daily on the return of the used towel. Lost towels will be replaced at a cost of twenty-five cents each. A refund of twenty-five cents will be given on the return of the towel at the end of the year.

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* Students are advised not to purchase gymnasium or athletic suits before coming to the College, as the College has regulation colors and suits which all are expected to wear.

† Students are expected to take out a membership in the Student Association and support its work. This ticket will admit them to the privileges of the city Associations.

Room rent is payable *promptly* on the first day of each month and rooms can be held only upon this condition. A reduction of one dollar per month is made to students who comply with this condition. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the College year. Rent stops only when the room is vacated and the key returned to the office. A deposit of fifty cents will be required for each key.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. He will be expected to provide sheets, pillow slips, towels and soap. Beds are all single; pillows, 18 x 25 inches. Rooms are liable to inspection.

6. Eligibility for Classes and Promotion

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week also at least two hours' daily practice, according to the year and department, in gymnastics, athletics, laboratory work, practical work in the Young Men's Christian Association or other normal practice.

There is no school on Saturday.

Students are not eligible for classes until the tuition has been paid or properly arranged for in the financial office. In laboratory courses where a special fee is charged this must be paid before the student can be admitted to the course.

Probation.

A student may be placed on probation should there be doubt regarding his qualities for Christian leadership or moral character or when his work is unsatisfactory in general, whether in classroom, gymnasium, field or in normal practice.

During this period of probation he shall not be excluded from representing the College, if otherwise eligible, except by faculty vote.

Absence from Classes.

No excuse will be given for any absences. But to provide for College representation five absences during any term, or the equivalent of a week of attendance, will not affect the student's grade. Two tardy marks will count as one absence. One per cent will be subtracted from the term's average for each additional absence above these five.

The first two days of each term are of so much importance that two per cent will be subtracted for each absence on these days.

Special Examinations.

An examination is termed "special" when it is given to pass a subject or raise a grade, following failure to make satisfactory standing for a term. Conditions in physical practice due to inefficiency or overcuts must be made up by the necessary extra attendance prior to the special examina-

tion. For a "special" examination, a fee of $2.00 shall be paid in advance. Students who are in good standing and who have been kept out of classes by illness, injury or other unavoidable causes, may be allowed to make up lost work within two weeks following return to College without payment of a fee. Such examinations are not considered "special," as the student has not failed.

Promotions.

A student who has any preparatory conditions, may not be promoted into the Junior class, but shall be rated a Freshman during the whole of the first term, or as much longer as the conditions continue. During this time he shall not enjoy Junior privileges or represent the class in any activity.

A student who has any Freshman conditions, may not be promoted into the Senior class but shall be rated a Junior during the whole of the first term, or as much longer as the conditions continue. During this time he shall not enjoy Senior privileges or represent the class in any activity.

A Senior may not be admitted to the winter or spring terms with any (theory) classroom conditions against him.

A Senior shall not be eligible for graduation if he has any physical practice conditions against him on May 1. Examinations on unfinished work preceding May 1 will be given during the week following Commencement.

If conditions do exist, the student shall not attend classes except by permission of the faculty till such conditions are removed.

This standard has a definite bearing upon the question of degrees.

Men habitually falling below eighty shall be regarded as ineligible for degrees regardless of final grades.

All students are expected to be members in some Young Men's Christian Association in Springfield or vicinity.

7. Eligibility to Represent the College

(1) Professors shall report twice each term to the dean the names of students who are not passing in their work. The dates for such reports shall be previously decided upon by the faculty.

A student who is not passing in three full subjects may not represent the College in any function or activity, occupy any important office in College organization or engage in any normal work except by special vote of the faculty.

(2) A student who has three or more conditions a term old shall not be eligible to represent his class or College in any function or activity. A condition is defined as incompleted work in any subject unit of any term.

(3) The names of all ineligible students with date of ineligibility shall be posted to prevent misunderstanding and for the benefit of coaches. The frequent appearance of a name on this list or the continuation of such

a condition may be considered a sufficient reason for suspension or failure to promote, graduate or grant degree.

(4) Only members of the Student Association are eligible to represent the College.

8. Self-Support

Many of the students earn a portion of the expenses of the course either during vacation or by securing work in the city. The institution cannot undertake to find work for students in advance of their coming, but by letters of introduction, information and in other ways renders much assistance to students with insufficient means. A small loan fund, however, has enabled quite a number of students to complete their courses. The income from the Foss Fund of $1,000 is also available for this purpose. A number find opportunity for work in connection with the buildings. Students are given positions as assistant teachers in the preparatory department, in the gymnasium and on the athletic field. A number secure positions in neighboring Associations. Candidates for admission who have insufficient means are invited to correspond with the president.

9. Student Organizations

The College has no fraternities, brotherhoods or permanent social clubs.

The Student Association

The Student Association is the great factor in student life. It fosters and administers the religious activities of the student body. It controls and administers all varsity and class athletics, the College dining hall, the student coöperative store, the employment bureau, the literary societies, College dramatics, the musical clubs and all College social activities. The official organ of the Student Association is the *Springfield Student* which is published weekly during the College year.

Participation in all student activities is dependent upon membership in the Student Association. The annual fee of ten dollars admits the member to all athletic contests, gymnastic exhibitions and entertainments without recurrence of further dues. This fee also includes subscription to the *Springfield Student.*

It is expected that every man will join the Association upon his arrival in Springfield.

Senate

In May, 1907, as a result of a suggestion from the faculty, the students adopted resolutions creating a student senate consisting of four Seniors, three Juniors, two Freshmen and one Preparatory, elected by popular vote from members of the Student Association. The senate acts as an intermediator between the faculty and students concerning matters of common interest pertaining to the students and the College. The senate has filled a great need in the student body and the experience of past years has shown the wisdom of having such an organization.

Lee Literary Society

This society, the oldest of its kind in the College, has accomplished much useful work. Since its inception it has striven to give thorough discipline in debate and in the proper conducting of the deliberative assemblies. Through its regular weekly meetings its members are afforded an opportunity of acquiring that facility of speech and that clearness and force in the expression of thought and feeling, which form such a valuable asset in after years. The Lee Society was named in honor of Henry S. Lee, one of the early benefactors of the College. Further, it has for critic Prof. H. M. Burr, whose kindly and sympathetic criticism contributes so much to the success of the society. An annual prize debate for gold and silver medals usually concludes the season.

McKinley Literary Society

The McKinley Literary Society this past year has been of great service to its members for training in parliamentary law, public speaking and debating. The critic of the society, Professor Berry, has been most helpful in his work, benefiting the members by his criticisms and encouraging the work of the society. The student critic work, giving the members an opportunity themselves of criticising the program, has been a success. The past year, the twelfth in the history of the society, has shown an increasing interest by the members. The programs have been well planned and faithfully carried out, covering a wide range of popular subjects. The social life of the society, with evenings on the lake, canoe trips, camp suppers and the annual banquet in Woods Hall, keeps the members alive to the possibilities in their later work. Members of incoming classes are always welcome to the society's meetings and all are invited to join.

The International Lyceum

The thirteenth year of the Lyceum's existence has been most successful. Owing to the growth of the College, it was deemed advisable to increase the limit of membership to thirty-five.

There is a full quota of members, fifteen of whom are foreigners, coming from three continents and six countries outside the United States.

The programs as in the past have been varied and of social and literary interest. The constitution has been revised and especial attention is being given to developing a knowledge of parliamentary practice, together with ease and fluency in speaking.

The critic is Prof. E. M. Best, who has been untiring in his efforts for the advancement of the society.

The Lyceum extends to all new students a most cordial invitation to become one of the society in the study of literature and of the art of public speaking so essential to Association men.

The Philomathean Literary Society

The Philomathean Literary Society has now been in existence for eight years and during this time its progress has been steadily advancing and

the success of its teams in the intersociety debating contest has been of the highest.

The purpose of the society is to develop the art of public speaking to become familiar with parliamentary procedure, and to stimulate an interest among its members for conducting business in a systematic manner. It is also the aim of the society to foster a fraternal spirit among its members and to assist in developing their social nature. The membership in this society is limited to twenty-five, that there may be a larger opportunity for development along these lines. The society is fortunate in having Prof. R. L. Cheney as critic. His hearty coöperation, sympathy and helpful criticism have contributed much to the efficiency of the society.

The society meets each Monday evening at 7.15 during the College year. A cordial invitation is extended to all to attend any of its sessions and especially are all members of incoming classes invited to be present at its regular meetings.

Weidensall Literary Society

See page 81.

The British Society

This society, composed of men from all parts of the British Empire, was formed some years ago with a view to keeping all its members in a close fellowship with each other and also for the promotion of a spirit of comradeship with the men of America while they are in this country. Since the formation of the society many of its members have passed out to do Young Men's Christian Association work in all parts of the world. In Australia, France, Russia, India, South Africa, England, Canada, Hawaii and many other places are to be found men who were former members of the society.

This year the society numbers thirty-four men from all parts of the globe and an *esprit de corps* exists which is healthful and commendable. Various functions are held throughout the year, including the banquet to incoming men in the fall and a celebration in the country on May 24, Empire Day.

College Musical Club

The musical work of the College is described on page 56. The musical club, composed of glee, mandolin and guitar clubs and orchestra, is the organized means of expression for the musical talent in the College. With the rapid growth of the College a parallel standard of excellence is the goal of the club. The objectives are: To promote the interest in music within the College; to prepare students for serving musically in the secular and religious work in the Young Men's Christian Association and to provide opportunity for service in the religious life of Springfield and vicinity. Those with musical ability are always welcomed within its ranks. Members receive recognition for faithful work in the form of a suitable emblem and certificate.

Springfield College Dramatic Club

Dramatics find a prominent place in Springfield College and the plays presented by the students are of a particularly high order. Any member of the student Association may try out for a place in the cast of the Commencement play, and any member of the Junior class for the Junior class play to be presented in March. The student body is divided into four chapters and each chapter is in charge of a dean elected by the students at the annual election of student Association officers. Deans are responsible for the active participation of their respective chapters during certain months of the College year. In this way it is possible to allow every man a chance to participate in at least one play offered by his chapter and in the play offered at Commencement. The chairman of the Dramatic Club is appointed by the student Association, and the committee is made up of the chairman and the four deans.

Entering students interested in dramatics should consult the chairman as soon as they arrive at the College.

The Student Volunteer Band

The Student Volunteer Band of the College works in coöperation with the missionary committee of the student Association in its endeavor to increase the interest of students in the foreign field. The aim is twofold: (1) To interest and enlist students as active student volunteers, and (2) to increase the knowledge of the needs and opportunities of the foreign work in order that those men who are to carry on the work at home may still feel a sympathetic responsibility for the work in foreign lands. Not all can become workers in foreign lands, but a knowledge of the great world problems which other men are trying to solve will make better workers in a man's own field and make him an indirect foreign worker in many ways.

Any new men who are interested in the problems of foreign missions are invited to get in touch with the chairman of the missionary committee as soon as they land in Springfield.

The Springfield Student

The *Springfield Student* is the representative College paper, which was first issued in January, 1908, when it appeared in connection with the *Association Seminar*. In October, 1910, it became a separate publication. The purpose of the *Springfield Student* is to accurately represent the College in all its departments and to encourage the students in self-expression along literary lines. The paper is under the supervision of the student Association, but directly controlled by the editorial board which consists of a staff partially elected and partially appointed.

10. Contributions

To maintain the work of the College on its present plane of efficiency, a yearly income of $38,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention

if addressed to L. L. Doggett, President, and remittances may be made payable to H. H. Bowman, Treasurer.

The College has a partial endowment fund of $143,765, which has been contributed by friends of the institution during the past few years.

This consists of the following funds:

Parmlee Memorial Fund	$10,000
Horace Smith Fund	45,000
Horace Smith Loan Fund	5,400
Russell Sturgis Memorial Fund	1,000
R. R. McBurney Fund	3,000
Henry S. Lee Fund	5,000
F. M. Kirby Fund	5,000
F. B. Pratt Fund	5,000
Emerson Gaylord Memorial Fund	5,000
Woods Hall Endowment Fund	4,600
Mary R. Searle Library Fund	1,000
Foss Student Loan Fund	1,000
Frances Moody Memorial Fund	10,000
Robert A. Harris Memorial Fund	1,000
Edwin F. See Memorial Fund	2,500
George W. Collord Student Loan Fund	1,500
Theron H. Hawks Fund	500
British Loan Fund	300
Sherman D. Porter Fund	10,000
Mary C. K. Preston Fund	1,600
Edward P. Hitchcock Fund	5,000
General Fund	26,600
	$150,000

11. Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association College, Springfield, Mass., the sum of ———————— to be safely invested by them and called the ———————— Fund, the interest of this fund to be applied to the use of the College.

12. Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association College, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of ———————— —or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the work of the College.

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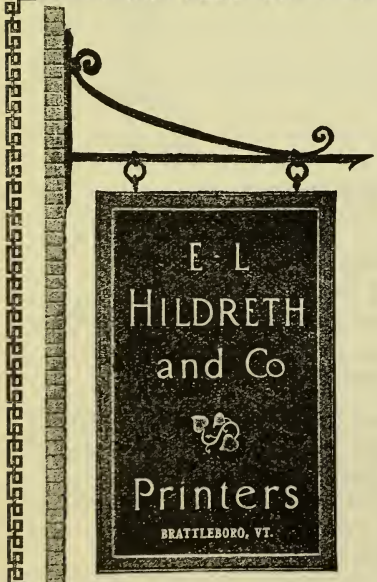

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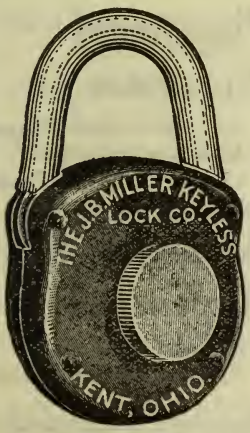

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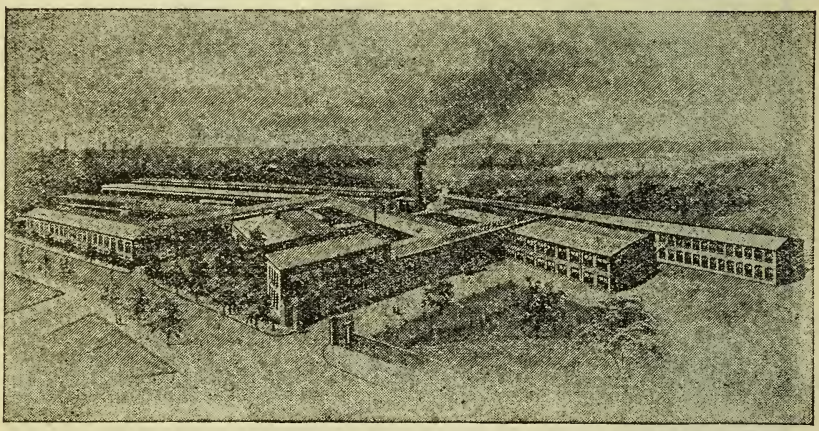

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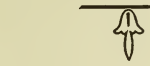

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